FUNDAMENTALS OF

ENGLISH GRAMMAR

Third Edition

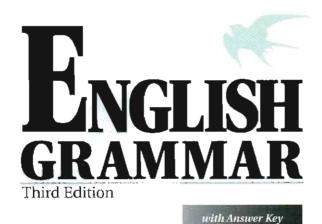
with Answer Key



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Betty Schrampfer Azar

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LIGISH GRAMMAR

Third Edition

with Answer Key



Betty Schrampfer Azar

Fundamentals of English Grammar, Third Edition with Answer Key

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Fundamentals of English Grammar is a developmental skills text for lower-intermediate and intermediate students of English as a second or foreign language. It combines clear and understandable grammar information with a variety of exercises and activities.

Fundamentals of English Grammar is the second in a series of three texts: Basic English Grammar (red cover), Fundamentals of English Grammar (black cover), and Understanding and Using English Grammar (blue cover).

The principal aims of all three texts in this series are to present clear, cogent information about English grammar and usage, to provide extensive and varied practice that encourages growth in all areas of language use, and to be interesting, useful, and fun for student and teacher alike. The approach is eclectic, with the texts seeking to balance form-focused language-learning activities with abundant opportunities for engaged and purposeful communicative interaction.

The new editions of the texts in the Azar Grammar Series include these changes:

• The communicative aspects are more fully developed and explicit in the third editions. This edition of *Fundamentals of English Grammar* includes a greatly increased number of "real communication" opportunites for the teacher to exploit. The text often uses the students' own life experiences as context and regularly introduces topics of interest to stimulate the free expression of ideas in structured as well as open discussions.

The Azar Grammar Series texts support the view of many experienced teachers that grammar-based and communicative approaches are not mutually exclusive, but rather mutually supportive, and can advantageously co-exist in the same language program, even in the same class, even in the same lesson.

- Similarly, the interactive aspects of the texts receive greater emphasis in the third editions. Many of the exercises formerly designated ORAL or ORAL (BOOKS CLOSED) are now reformatted to be more clearly available for pair work or group work, in addition to still being viable as class work led by a teacher. This edition of Fundamentals of English Grammar encourages interactivity but leaves it open for the users to decide what degree of interactivity best suits their needs.
- There is now an even wider variety of exercise types. This edition has a much larger number of free-response exercises and open-ended communicative tasks, while still providing ample controlled-response exercises to aid initial understanding of the form, meaning, and usage of the target structures. It also includes more writing topics, more speaking activities, new error-analysis exercises in every chapter, and

- additional extended-context exercises. Classroom teaching materials formerly found in the *Workbook* are now included in this student text, with the *Workbook* devoted solely to self-study exercises. The *Workbook* has a variety of practice approaches for independent study.
- A specific change in this edition of Fundamentals of English Grammar is the two
 Appendices, one with phrasal verbs and one with preposition combinations. Rather
 than asking students to study a whole chapter of these phrases at one time, the text
 uses appendices to present them in smaller groupings for teachers to intersperse
 throughout the teaching term. Another specific change is the omission of
 conditional sentences, which are presented in Understanding and Using English
 Grammar.
- The accompanying *Teacher's Guide* is written for both experienced and inexperienced teachers. It contains amplified grammar notes the teacher might want to present to the class or will find useful as background information. It outlines various ways of approaching the materials in the classroom and frequently suggests fresh teaching ideas for individual exercises beyond the directions in the text. It seeks to share with the teacher an understanding of the rationale behind the text's content and approaches. Its principal purpose is to make the busy teacher's job easier.

Fundamentals of English Grammar consists of

- a Student Book without an answer key
- a Student Book with an answer key
- a Workbook, consisting of self-study exercises for independent work
- a Chartbook, a reference book consisting of only the grammar charts
- a *Teacher's Guide*, with teaching suggestions and additional notes on grammar, as well as the answers to the exercises
- · a Test Bank

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^{*}Sound Advice: A Basis for Listening, 2000, Pearson Education; Better Writing through Editing, 1999, McGraw-Hill (co-author Jan Peterson); and Sound Advantage: A Pronunciation Book, 1992, Pearson Education (co-author Pat Grogan).

I am indebted especially and always to my many students through the years; I learned so much from them. I also am indebted to my fellow ESL/EFL materials writers, past and present; we learn much from each other. I would like to make special mention of Thomas Crowell and Irene Schoenberg.

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- Present verbs: short answers to yes/no 1 - 7questions

☐ EXERCISE 1. Introductions.

Directions: You and your classmates are going to interview each other and then introduce each other to the rest of the class.

- PART I. Read and discuss the dialogue.
 - A: Hi. My name is Kunio.
 - B: Hi. My name is Maria. I'm glad to meet you.
- KUNIO: I'm glad to meet you, too. Where are you from?
- MARIA: I'm from Mexico. Where are you from?
- KUNIO: I'm from Japan.
- MARIE: Where are you living now?
- KUNIO: On Fifth Avenue in an apartment. And you?
- MARIA: I'm living in a dorm.
- KUNIO: How long have you been in (this city)?
- MARIA: Three days.
- KUNIO: Why did you come here?
- MARIA: To study English at this school before I go to another school to study computer
 - programming. How about you?
- KUNIO: I came here two months ago. Right now I'm studying English. Later, I'm going
 - to study engineering at this school.
- MARIA: What do you do in your free time?
- KUNIO: I read a lot. How about you?
- MARIA: I like to get on the Internet.
- KUNIO: Really? What do you do when you're online?
- MARIA: I visit many different Web sites. It's a good way to practice my English.
- KUNIO: That's interesting. I like to get on the Internet, too.

MARIA: I have to write your full name on the board when I introduce you to the class.

How do you spell your name?

KUNIO: My first name is Kunio. K-U-N-I-O. My family name is Akiwa.

MARIA: Kunio Akiwa. Is that right?

KUNIO: Yes, it is. And what is your name again?

MARIA: My first name is Maria. M-A-R-I-A. My last name is Lopez.

KUNIO: Thanks. It's been nice talking with you.

MARIA: I enjoyed it, too.

PART II. Use the information in the dialogue to complete Kunio's introduction of Maria to the class.

KUNIO: I would like to introduce Maria Lopez. Maria, would you please stand up?

Thank you. Ma	ria is from <u>Mexico</u>	Right now, she's living
	She has	been here
She came here t		before she
	In her free ti	ime, she

PART III. Now it is Maria's turn to introduce Kunio to the class. What is she going to say? Create an introduction. Begin with "I would like to introduce Kunio "

PART IV. Pair up with another student in the class. Interview each other. Then introduce each other to the rest of the class. In your conversation, find out your classmate's:

native country or hometown residence

length of time in this city reason for being here free-time activities or hobbies

Take notes during the interview.

PART V. Write the names of your classmates on a sheet of paper as they are introduced in class.

☐ EXERCISE 2. Introducing yourself in writing.

Directions: Write answers to the questions. Use your own paper. With your teacher, decide what to do with your writing.

Suggestions:

- a. Give it to a classmate to read. Your classmate can then summarize the information in a spoken report to a small group.
- b. Pair up with a classmate and correct errors in each other's writing.
- c. Read your composition aloud in a small group and answer any questions about it.
- d. Hand it in to the teacher, who will correct the errors and return it to you.
- e. Hand it in to the teacher, who will keep it and return it at the end of the term, when your English has progressed, for you to correct your own errors.

QUESTIONS:

- 1. What is your name?
 - 2. Where are you from?
 - 3. Where are you living?
 - 4. Why are you here (in this city)?
 - a. Are you a student? If so, what are you studying?
 - b. Do you work? If so, what is your job?
 - c. Do you have another reason for being here?
 - 5. What do you like to do in your free time?
 - 6. What is your favorite season of the year? Why?
 - 7. What are your three favorite books? Why do you like them?
 - 8. Describe your first day in this class.

EXERCISE 3. Pretest (error analysis): present verbs. (Charts 1-1 → 1-6)

Directions: All the sentences contain mistakes. Find and correct the mistakes.

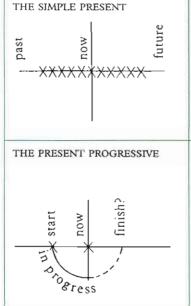
Example: I no like cold weather.

→ I don't like cold weather.

- 1. Student at this school.
- 2. I no living at home right now.
- 3. I be living in this city.
- 4. I am study English.
- 5. I am not knowing my teacher's name.
- 6. (supply name) teach our English class.
- 7. She/He* expect us to be in class on time.
- 8. We always are coming to class on time.
- 9. Omar does he going to school?
- 10. Tom no go to school.
- 11. My sister don't have a job.
- 12. Does Anna has a job?

^{*}Choose the appropriate pronoun for your teacher, he or she.

1-1 THE SIMPLE PRESENT AND THE PRESENT PROGRESSIVE



- (a) Ann takes a shower every day.
- (b) I usually read the newspaper in the morning.
- (c) Babies cry. Birds fly.
- (d) NEGATIVE:

It doesn't snow in Bangkok.

(e) QUESTION:

Does the teacher speak slowly?

The SIMPLE PRESENT expresses daily habits or usual activities, as in (a) and (b).

The simple present expresses general statements of fact, as in (c). In sum, the simple present is used for events or situations that exist always, usually, or habitually in the past, present,

and future.

- (f) Ann can't come to the phone right now because she is taking a shower.
- (g) I am reading my grammar book right now.
- (h) Jimmy and Susie are babies. They are crying. I can hear them right now. Maybe they are hungry.
- (i) NEGATIVE:

It isn't snowing right now.

(j) QUESTION:

Is the teacher speaking right now?

The PRESENT PROGRESSIVE expresses an activity that is in progress (is occurring, is happening) right now. The event is in progress at the time the speaker is saying the sentence. The event began in the past, is in progress now, and will probably continue into the future.

FORM: am, is, are + -ing.

1-2 FORMS OF THE SIMPLE PRESENT AND THE PRESENT PROGRESSIVE

	SIMPLE PRESENT				PRESENT PROGRESSIVE						
STATEMENT		-We-They He-She-It	work work				Yo	I eu-We-They He-She-It	am are is	work	king. king. king.
NEGATIVE		-We-They He-She-It	do does	not not		ork. ork.	Yo	I eu-We-They He-She-It	am are is	not not not	working working working
QUESTION	Do Does	I-you-we- he-she-		woi woi		1.7	m re	I you-we-th he-she-i	-	work	king? king? king?
CONTRACTIONS		Augus and altern	+ +	am	=	I'm worki		The survey was	lein o		
pronoun + be		you, we, they he, she, it		is	=			They're working.	king.		
do + not		does do		not not	11 11	doesn't don't		She doesn I don't wo	4	9	
be + not		is	+	not	=	isn't		He isn't w	orking.		
		are (am		not	=	aren't		They aren' I am not we		ng.	

^{*}Note: am and not are not contracted.

■ EXERCISE 4. Simple present vs. present progressive. (Charts 1-1 and 1-2)

Directions: Discuss the verbs in italics. Is the activity of the verb

- (a) a daily or usual habit? OR
- (b) happening right now (i.e., in progress in the picture)?



It's 7:30 A.M., and the Wilsons are in their kitchen. Mrs. Wilson is sitting at the

breakfast table. She is reading a newspaper. She reads the newspaper every morning. Mr.

Wilson is pouring a cup of coffee. He drinks two cups of coffee every morning before he

goes to work. There is a cartoon on TV, but the children aren't watching it. They

are playing with their toys instead. They usually watch cartoons in the morning, but this

morning they aren't paying any attention to the TV. Mr. and Mrs. Wilson aren't watching

the TV either. They often watch the news in the evening, but they don't watch cartoons.

☐ EXERCISE 5. Simple present vs. present progressive. (Charts 1-1 and 1-2)

Directions: Complete the sentences by using the words in parentheses. Use the simple present or the present progressive.

1. Shhh. The baby (sleep)	is sleeping .	The baby (sleep)
sleeps	for ten hours every night	·.

2.	Ri	ght now I'm in class. I (sit)	at my desk. I usually
	(si	t)	at the same desk in class every day.
3.	Al	(speak)	Arabic. Arabic is his native language, but
	rig	ht now he (speak)	English.
4.	A:	(it, rain)	a lot in southern California?
	B:	No. The weather (be)	usually warm and sunny.
5.	A:	Look out the window. (it, rain)	? Should I take
		my umbrella?	
	B:	It (start)	to sprinkle.
6.	A:	Look. It's Youssef.	
	B:	Where?	
	A:	Over there. He (walk)	out of the bakery.
7.	A:	Oscar usually (walk)	to work. (walk, you)
			to work every day, too?
	B:	Yes.	
	A:	(Oscar, walk)	with you?
	B:	Sometimes.	אווווא אוווא אוווא אוווא אוווא אוווא
8.	A:	Flowers! Flowers for sale!	
		Yes sir! Can I help you?	FLOWERS
	B:	I'll take those—the yellow ones.	
	A:	Here you are, mister. Are they	
		for a special occasion?	
	B:	I (buy)	
		them for my wife. I (buy)	

her flowers on the first day of every month.

■ EXERCISE 6. Activity: using the present progressive. (Charts 1-1 and 1-2) Directions: Student A performs an action. Student B describes the action, using Student A's name and the present progressive. Example: stand next to your desk TEACHER: (Maria), would you please stand next to your desk? Thank you. STUDENT A: (Student A stands up.) TEACHER: Who is standing next to her desk? OR What is (Maria) doing? STUDENT B: (Maria) is standing next to her desk. 12. kick your desk (softly) 1. stand up 2. smile 13. knock on the door 3. whistle 14. sit on the floor 4. open or close the door 15. shake hands with someone 5. hum 16. look at your watch 6. bite your fingernails 17. count aloud the number of people in the room 7. read your grammar book 18. shake your head "no" 8. erase the board

- 19. scratch your head 9. look at the ceiling
- 20. Perform any action you choose. Use 10. hold your pen in your left hand objects in the classroom if you wish.
- 11. rub your palms together

EXERCISE 7. Activity: using the present progressive. (Charts 1-1 and 1-2)

Directions: Use the present progressive to discuss your classmates' immediate activities. Divide into two groups, I and II.

GROUP 1. Do anything you each feel like doing (stand up, talk, look out the window, etc.). You may wish to do some interesting or slightly unusual things. Perform these activities at the same time.

GROUP II. Describe the immediate activities of the students in Group I (e.g., Ali is talking to Ricardo. Yoko is scratching her chin. Spyros is leaning against the wall.). Be sure to use your classmates' names.

Later, Group I and Group II should reverse roles, with Group II acting and Group I describing.

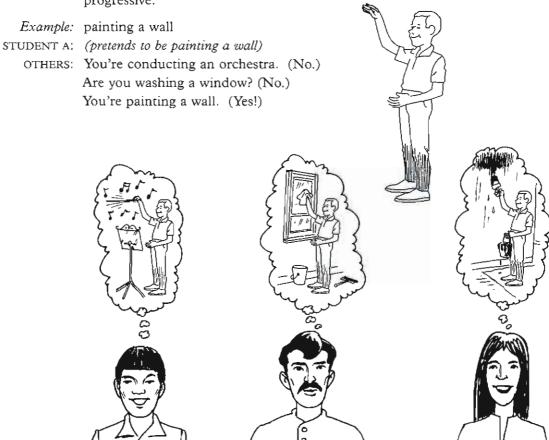
☐ EXERCISE 8. Activity: using the present progressive. (Charts 1-1 and 1-2)

Directions: Use the present progressive to describe activities in progress. Work in groups or as a class.

FIRST: One member of the group pretends to do something, and the rest of the

group tries to guess what the action is and describe it, using the present

progressive.



SECOND: Student A repeats the performance and describes his/her actions aloud.

Example:

STUDENT A: I am standing in front of an unpainted wall. I'm opening a can of paint. Now I'm picking up a paintbrush. I'm dipping the brush in the can of paint. I'm lifting the brush. Now I'm painting the wall.

Suggestions for actions:

painting a wall playing the piano drinking a cup of tea/coffee diving into a pool and swimming petting a dog driving a car dialing a telephone watching a tennis match climbing a tree pitching a baseball

1-3 FREQUENCY ADVERBS	
always almost always usually† often† frequently† generally† sometimes† occasionally†	Frequency adverbs usually occur in the middle of a sentence and have special positions, as shown in examples (a) through (e) below. The adverbs with the symbol "†" may also occur at the beginning or end of a sentence. I sometimes get up at 6:30. Sometimes I get up at 6:30. I get up at 6:30 sometimes.
seldom rarely hardly ever almost never not ever, never	The other adverbs in the list (the ones not marked by "†") rarely occur at the beginning or end of a sentence. Their usual position is in the middle of a sentence.
SUBJECT + FREQ ADV + VERB (a) Karen always tells the truth.	Frequency adverbs usually come between the subject and the simple present verb (except main verb <i>be</i>).
SUBJECT + BE + FREQ ADV (b) Karen is always on time.	Frequency adverbs follow be in the simple present (am, is, are) and simple past (was, were).
(c) Do you always eat breakfast?	In a question, frequency adverbs come directly after the subject.
 (d) Ann usually doesn't eat breakfast. (e) Sue doesn't always eat breakfast. 	In a negative sentence, most frequency adverbs come in front of a negative verb (except always and ever). Always follows a negative helping verb or negative be.
(f) CORRECT: Anna never eats meat. (g) INCORRECT: Anna doesn't never eat meat.	Negative adverbs (seldom, rarely, hardly ever, never) are NOT used with a negative verb.
 (h) — Do you ever take the bus to work? — Yes, I do. I often take the bus. (i) I don't ever walk to work. (i) INCORRECT: I ever walk to work. 	Ever is used in questions about frequency, as in (h). It means "at any time." Ever is also used with not, as in (i). Ever is NOT used in statements.

☐ EXERCISE 9. The meaning of frequency adverbs. (Chart 1-3)

Directions: Answer the questions. Discuss the meaning of the frequency adverbs.

What is something that . . .

- 1. you seldom do?
- 2. you often do before you go to bed?
- 3. a polite person often does?
- 4. a polite person never does?
- 5. I frequently do in class?
- 6. I usually don't do in class?
- 7. you rarely eat?
- 8. you occasionally do after class?
- 9. drivers generally do?
- 10. people in your country always or usually do to celebrate the New Year?

☐ EXERCISE 10. Position of frequency adverbs. (Chart 1-3) Directions: Add the word in italics to the sentence. Put the word in its usual midsentence position. always Tom studies at home in the evening. 1. always 2. always Tom is at home in the evening. 3. usually The mail comes at noon. 4. usually The mail is here by noon. 5. generally I eat lunch around one o'clock. 6. generally Tom is in the lunch room around one o'clock. 7. generally What time do you eat lunch? 8. usually Are you in bed by midnight? ■ EXERCISE 11. Frequency adverbs in negative sentences. (Chart 1-3) Directions: Add the given words to the sentence. Put the adverbs in their usual midsentence position. Make any necessary changes in the sentence. 1. Sentence: Jack doesn't shave in the morning. a. usually → Jack usually doesn't shave in the morning. b. often Jack often doesn't shave in the morning. c. frequently f. always i. hardly ever d. occasionally ο. ever i. rarely e. sometimes h. never k. seldom 2. I don't eat breakfast. c. seldom a. usually b. always d. ever 3. My roommate isn't home in the evening. a. generally b. sometimes always d. hardly ever \square EXERCISE 12. Using the simple present with frequency adverbs. (Charts 1-1 \rightarrow 1-3) Directions: Work in pairs. Use frequency adverbs to talk about yourself. Speaker A: Your book is open. Tell your classmate about yourself, using the given ideas and frequency adverbs. Speaker B: Your book is closed. Repeat the information Speaker A just gave you. Speaker A: If Speaker B did not understand correctly, repeat the information. If Speaker B understood the information say, "Right. How about you?" Speaker B: Answer the question, using a frequency adverb. Example: walk to school SPEAKER A (book open): I usually walk to school.

SPEAKER A (book open): I usually walk to school. SPEAKER B (book closed): You usually walk to school.

SPEAKER A (book open): Right. How about you? Do you ever walk to school?

SPEAKER B (book closed): I seldom walk to school. I usually take the bus. OR I usually

walk to school too.

- 1. wear a suit to class
- 2. go to sleep before eleven-thirty
- 3. get at least one e-mail a day
- 4. read in bed before I go to sleep
- 5. listen to the radio in the morning
- 6. speak to people who sit next to me on an airplane

Switch roles.

- 7. wear jeans to class
- 8. read poetry in my spare time
- 9. believe the things I read in newspapers
- 10. get up before nine o'clock in the morning
- 11. call my family or a friend if I feel homesick or lonely
- 12. have chocolate ice cream for dessert

\square EXERCISE 13. Activity: topics for discussion or writing. (Charts 1-1 \rightarrow 1-3)

Directions: Discuss the topics in pairs, in groups, or as a class. Topics can also be used for writing practice. Use several frequency adverbs with each topic. See Chart 1-3 for a list of frequency adverbs.

Example: What are some of the things you do when you get up in the morning?

→ I generally turn on the news.

I always brush my teeth.

I seldom make my bed.

I usually take a shower.

I never take a bath.

PART 1. What are some things you do . . .

- 1. when you get ready to go to bed at night?
- 2. when you travel abroad?
- 3. in this classroom?
- 4. when you're on vacation?
- 5. when your airplane flight is delayed?
- 6. when you use a computer?

PART II. What are some things people in your country do . . .

- 7. at the dinner table?
- 8. to celebrate their birthdays?
- 9. when a child misbehaves?
- 10. when they meet someone for the first time?
- 11. when they want to have fun?
- 12. at a wedding?

1-4 FINAL -S	
(a) SINGULAR: one bird (b) PLURAL: two birds, three birds, many birds, all birds, etc.	SINGULAR = one, not two or more PLURAL = two, three, or more
(c) Birds sing.(d) A bird sings.	A plural noun ends in -s, as in (c). A singular verb ends in -s, as in (d).
(e) A bird sings outside my window. It sings foudly. Ann sings beautifully. She sings songs to her children. Tom sings very well. He sings in a chorus.	A singular verb follows a singular subject. Add -s to the simple present verb if the subject is (1) a singular noun (e.g., a bird, Ann, Tom) or (2) he, she, or it.*

^{*}He, she, and it are third person singular personal pronouns. See Chart 6-10, p. 171, for more information about personal pronouns.

■ EXERCISE 14. Using final -S. (Chart 1-4)

Directions: Look at each word that ends in -s. Is it a noun or a verb? Is it singular or plural?

- 1. Ali lives in an apartment. \rightarrow "lives" = a singular verb
- 2. Plants grow. → "plants" = a plural noun
- 3. Ann listens to the radio in the morning.
- 4. The students at this school work hard.
- 5. A doctor helps sick people.
- 6. Planets revolve around the sun.
- 7. A dictionary lists words in alphabetical order.
- 8. Mr. Lee likes to go to Forest Park in the spring. He takes the bus. He sits on a bench near a pond and feeds the birds. Ducks swim toward him for food, and pigeons land all around him.

EXER	RCISE 15.	Preview:	spelling	of final	-S/-ES.	(Chart	1-5	5)
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Directions: Add final -sl-es.

- 1. talk <u>\$_____</u>
- 6. kiss _____
- 11. study_____

- 2. wish <u>es</u>____
- 7. push _____
- 12. buy_____

- 3. hope _____
- 8. wait_____
- 13. enjoy_____

- 4. reach _____
- 9. mix____
- 14. fly_____

- 5. move _____
- 10. blow_____
- 15. carry _____

1-5 SPELLING	OF FINAL -S/-ES
 (a) visit → visits speak → speaks (b) ride → rides write → writes 	Final -s, not -es, is added to most verbs. INCORRECT: visites, speakes Many verbs end in -e. Final -s is simply added.
(c) catch → catches wash → washes miss → misses fix → fixes buzz → buzzes	Final -es is added to words that end in -ch, -sh, -s, -x, and -z. PRONUNCIATION NOTE: Final -es is pronounced /əz/ and adds a syllable.*
(d) fly → flies	If a word ends in a consonant + -y, change the -y to -i and add -es. (INCORRECT: flys)
(e) pay → pays	If a word ends in a vowel + -y, simply add -s.** (INCORRECT: paies or payes)
(f) go → goes /gowz/ do → does /dəz/ have → has /hæz/	The singular forms of the verbs go, do, and have are irregular.

^{*}See Chart 6-1 for more information about the pronunciation of final -s/-es.

■ EXERCISE 16. Simple present verbs: using final -S/-ES. (Charts 1-4 and 1-5)

Directions: <u>Underline</u> the verb in each sentence. Add final -s/-es to the verb if necessary. Do not change any other words.

- 1. A dog bark. -> barks
- 2. Dogs bark. → OK (no change)
- 3. Wood float on water.
- 4. Rivers flow toward the sea.
- 5. My mother worry about me.
- 6. A student buy a lot of books at the beginning of each term.
- 7. Airplanes fly all around the world.
- 8. Mr. Wong teach Chinese at the university.
- 9. The teacher ask us a lot of questions in class every day.
- 10. Mr. Cook watch game shows on TV every evening.

^{**}Vowels = a, e, i, o, u. Consonants = all other letters in the alphabet.

- 11. Music consist of pleasant sounds.
- 12. Cats usually sleep eighteen hours a day.
- 13. The front page of a newspaper contain the most important news of the day.
- 14. Water freeze at 32°F (0°C) and boil at 212°F (100°C).
- 15. Mrs. Taylor never cross the street in the middle of a block. She always walk to the corner and use the pedestrian walkway.
- 16. Many parts of the world enjoy four seasons: spring, summer, autumn, and winter.

Each season last three months and bring changes in the weather.

■ EXERCISE 17. Simple present verbs: using final -S/-ES. (Charts 1-4 and 1-5)

Directions: Count aloud around the class to the number 24. Find your number(s) in the exercise list, and write the words that appear beside it on a slip of paper. Then close your book.

Walk around the classroom and read your words aloud to classmates. You are looking for the other half of your sentence.

When you find the person with the other half, combine the information on your two slips of paper into a sentence. Write the sentence on the chalkboard or on a piece of paper. Make changes in the verb if necessary.

Example (using items 1 and 8): A star shines in the sky at night.

- 1. a star
- 2. causes air pollution
- 3. stretch when you pull on it
- 4. a hotel
- 5. newspaper ink
- 6. supports a huge variety of marine life
- 7. a bee
- 8. shine in the sky at night
- cause great destruction when it reaches land
- 10. a river
- 11. improves your circulation and general health
- 12. an elephant

- 13. a hurricane
- 14. produce one-fourth of the world's coffee
- 15. oceans
- use its long trunk like a hand to pick things up
- 17. Brazil
- 18. supply its guests with clean towels
- 19. a rubber band
- 20. gather nectar from flowers
- 21. flow downhill
- 22. stain my hands when I read the paper
- 23. automobiles
- 24. does physical exercise

\blacksquare EXERCISE 18. The simple present and the present progressive. (Charts 1-1 \rightarrow 1-5)

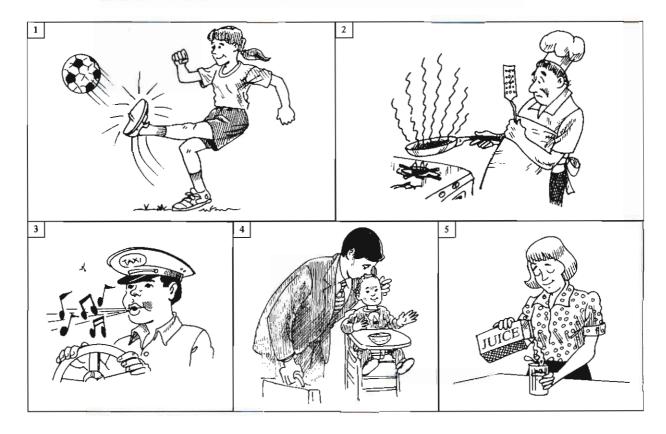
Directions: Create three sentences about the activity shown in each picture. Work in pairs, in groups, or as a class.

- Sentence 1: Activity in progress: Describe what the person in the picture is doing.
- Sentence 2: Usual frequency: Describe how often this person probably does this activity.
- Sentence 3: Generalization: Make a general statement or two about this activity.

Example:



- Sentence 1: The man in the picture is swimming.
- Sentence 2: It looks like he's near a tropical island. If he's on vacation there, he probably swims every day. If he lives there all the time, he probably swims once or twice a week.
- Sentence 3: People swim for enjoyment and exercise. Swimming in the ocean is fun.





1-6 NON-ACTION VERBS				
 (a) I know Ms. Chen. INCORRECT: I am knowing Ms. Chen. (b) I'm hungry. I want a sandwich. INCORRECT: I am wanting a sandwich. (c) This book belongs to Mikhail. INCORRECT: This book is belonging to Mikhail. 	Some verbs are not used in progressive tenses. These verbs are called "non-action verbs." They express a situation that exists, not an action in progress.			
NON-ACTION VERBS* hear believe be see think [†] exist sound understand know	own have [†] possess belong	need want prefer	like love hate	forget remember
†COMPARE	II.		d in the progr "believe," it is r	essive.
(d) I <i>think</i> that grammar is easy.	In (e): When <i>think</i> expresses thoughts that are going through a person's mind, it can be progressive.			
(e) I am thinking about grammar right now.			"own" or expi in the progress	
(f) Tom has a car.	In (g): In expressions where <i>have</i> does not mean "own" (e.g., have a good time, have a bad time, have			
(g) I'm having a good time.			e company, har ed in the prog	

1.	Right now I (look)am looking	at the board. I (see)
	some word	ds on the board.
2.	A: (you, need)	some help, Mrs. Brown?
	(you, want)	me to carry that box for you?
	B: Yes, thank you. That's very kind of you	1.
3.	A: Who is that man? I (think)	that I (know)
	him, but I ((forget) his name
	B: That's Mr. Martinez.	
	A: That's right! I (remember)	him now.
4.	A: (you, believe)	in flying saucers?
	B: What (you, talk)	about?
	A: You know, spaceships from outer space	with alien creatures aboard.
	B: In my opinion, flying saucers (exist)	only in people's
	imaginations.	

^{*}Non-action verbs are also called "stative verbs" or "nonprogressive verbs."



5.	Right now the children (oe) at the beach.	at the beach. They (have)			
		a good time. They (have)	a beach			
	ball, and they (play)	catch with	it. They (like)			
		to play catch. Their parents (sunbata	he)			
		. They (try)	to get a tan.			
	They (listen)	to music on a rad	o. They also (hear)			
		the sound of seagulls and the sound	of the waves.			
6.	A: What (you, think)	abo	ut right now?			
	B: I (think) about seagulls and waves.					
	A: (you, like)	seagulls?				
	B: Yes. I (think)	seagulls are i	nteresting birds.			
7.	A: Which color (you, pre	er)	, red or blue?			
	B: I (like)	3: I (like) blue better than red. Why?				
	A: I (read)	A: I (read) a magazine article righ				
	to the article, people	who (prefer)	blue to red			
	(be)	calm and (value)	honesty and			
	loyalty in their friends	loyalty in their friends. A preference for red (mean)				
	person (be)	aggressive and (love)				
	excitement.					
	B: Oh? That (sound)	like a bu	nch of nonsense to me.			

A:	Does the earth turn around and around?
B:	Yes, Jimmy. The earth (spin) around and around
	on its axis as it circles the sun. The earth (spin)
	rapidly at this very moment.
B:	Really? I can't feel it moving. (you, try) to fool me?
A:	Of course not! (you, think, really)
	that the earth isn't moving?
B:	I guess so. Yes. I can't see it move. Yes. It isn't moving.
A:	(you, believe) only those things that you can see?
	Look at the trees out the window. All of them (grow)
	at this very moment, but you can't see the growth. They (get)
	bigger and bigger with every second that passes. You can't see the trees grow, and
	you can't feel the earth spin, but both events (take)
	place at this moment while you and I (speak)
B:	Really? How do you know?

1-7 PRESENT V QUESTION		RT ANSWERS	TO YES/NO
107	QUESTION	SHORT ANSWER	LONG ANSWER
QUESTIONS WITH DO/DOES	Does Bob like tea?	Yes, he <i>does</i> . No, he <i>doesn't</i> .	Yes, he likes tea. No, he doesn't like tea.
	Do you like tea?	Yes, I do. No, I don't.	Yes, I like tea. No, I don't like tea.
QUESTIONS WITH BE	Are you studying?	Yes, I am.* No, I'm not.	Yes, I am (I'm) studying. No, I'm not studying.
	Is Yoko a student?	Yes, she is.* No, she's not. OR No, she isn't.	Yes, she is (she's) a student. No, she's not a student. OR No, she isn't a student.
	Are they studying?	Yes, they are.* No, they're not. OR No, they aren't.	Yes, they are (they're) studying No, they're not studying. OR No, they aren't studying.

^{*}Am, is, and are are not contracted with pronouns in short answers. INCORRECT SHORT ANSWERS: Yes, I'm. Yes, she's. Yes, they're.

8.

1.	A:	(Mary, have) <u>Does M</u>	ary have	a bicycle?
	B:	Yes, <u>she does</u>	She (have) _	has a ten-speed bike.
2.	A:	(it, rain)		right now?
	B:	No,	. At least, I (th	nink, not) so.
3.	A:	(your friends, write)		a lot of e-mails?
	B:	Yes,	. I (get)	lots of e-mails all the time.
4.	A:	(the students, take)		a test in class right now?
				an exercise.
5.	A:	(the weather, affect*)		your mood?
				grumpy when it's rainy.
6.	A:	(Jean, study)		at the library this evening?
				at the recreation center.
		She (play)	poo	ol with her friend.
	A:	(Jean, play)		pool every evening?
	B:	No,	. She usually (study)
		at th	e library.	VIDEO ARCADE INVASION CUTER SPACE
	A:	(she, be)	a	
		good player?		
	B:	Yes,	. She	36
		(play)	pool a lot. <u> </u>	
	A:	(you, play)	pool?	
	B:	Yes,		
		But I (be, not)		
		very good.		

Directions: Complete the following dialogues by using the words in parentheses. Also give

☐ EXERCISE 20. Short answers to yes/no questions. (Chart 1-7)

^{*}The word affect is a verb: The weather affects my mood.

The word effect is a noun: Warm, sunny weather has a good effect on my mood.

	CISE 21. Short answers to yes/no questions. (Chart 1-7) Directions: Answer the questions with books closed. Give both a short and a long answer. Work in pairs or as a class.
	Example: Is Texas south of the equator? \rightarrow No, it isn't. Texas isn't south of the equator. OR I don't know.
	 Do you wear a wristwatch every day? Is () sitting next to () today?* Does () usually sit in the same place every day? Are () and () standing up? Are you interested in politics? Is Toronto in western Canada?
1	(Switch roles if working in pairs.) 7. Do whales lay eggs? 8. Does your country have bears in the wild? 9. Are dogs intelligent? 10. Is () from Cambodia? 11. Is the earth turning on its axis and rotating around the sun at the same time? 12. Do all mosquitoes carry malaria?
	CISE 22. Review: present verbs. (Chapter 1) Directions: Complete the sentences by using the words in parentheses. Use the simple present or the present progressive. Supply the short answer to a question if necessary.
	1. A: My sister (have) has a new car. She bought it last month. B: (you, have) Do you have a car? A: No, I don't Do you? B: No, but I have a ten-speed bike. 2. A: Where are the children? B: In the living room.
	A: What are they doing? (they, watch) TV?
	B: No, they a game. 3. A: Shhh. I (hear) a noise. (you, hear) it, too?
	B: Yes, I I wonder what it is.
	4. A: Johnny, (you, listen) to me?
	B: Of course I am, Mom. You (want) me to take out the garbage. Right?
	A: Right! And right now!

^{*}The symbol (. . .) means "supply the name of a person."

5.	A:	Knock, knock! Anybody home? Hey, Bill! Hi! It's me. I'm here with Tom.
		Where are you?
		I (be) in the bedroom.
	A:	What (you, do) ?
	B:	I (try) to sleep!
	A:	Oh. Sorry. I won't bother you. Tom, shhh. Bill (rest)
6.	A:	What (you, think) about at night before you fall asleep:
	B:	I (think) about all of the pleasant things that happened
		during the day. I (think, not) about my problems.
7.	A:	A penny for your thoughts.
	B:	Huh?
	A:	What (you, think) about right now?
	B:	I (think) about English grammar. I (think, not)
		about anything else right now.
	A:	I (believe, not) you!
8.	A:	(you, see) that man over there?
	B:	Which man? The man in the brown jacket?
	A:	No, I (talk) about the man who (wear)
		the blue shirt.
	B:	Oh, that man.
	A:	(you, know) him?
	B:	No, I (think, not) so.
9.	A:	(you, know) any tongue-twisters?
	B:	Yes, I Here's one: She sells seashells down by the seashore.
	A:	That (be) hard to say! Can you say this: Sharon wears Sue's shoes
		to zoos to look at cheap sheep?
	B:	That (make, not) any sense.
	A:	I (know)

□ EXERCISE 23. Error analysis: present verbs. (Chapter 1)

Directions: Correct the errors in verb tense usage.

(1) My friend Omar is owning his own car now. It's brand new.* Today he driving to a small town north of the city to visit his aunt. He love to listen to music, so the CD player is play one of his favorite CDs—loudly. Omar is very happy: he is drive his own car and listen to loud music. He's look forward to his visit with his aunt.



- (2) Omar is visiting his aunt once a week. She's elderly and live alone. She is thinking Omar a wonderful nephew. She love his visits. He try to be helpful and considerate in every way. His aunt don't hearing well, so Omar is speaks loudly and clearly when he's with her.
- (3) When he's there, he fix things for her around her apartment and help her with her shopping. He isn't staying with her overnight. He usually is staying for a few hours and then is heading back to the city. He kiss his aunt good-bye and give her a hug before he is leaving. Omar is a very good nephew.

^{*}Brand new means "completely new."

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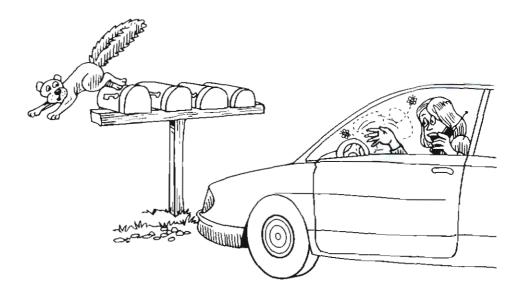
- 2-1 Expressing past time: the simple past
- 2-2 Forms of the simple past: regular verbs
- 2-3 Forms of the simple past: be
- 2-4 Regular verbs: pronunciation of **-ed** endings
- 2-5 Spelling of -ing and -ed forms

- 2-6 The principal parts of a verb
- 2-7 Irregular verbs: a reference list
- 2-8 The simple past and the past progressive
- 2-9 Forms of the past progressive
- 2-10 Expressing past time: using time clauses
- 2-11 Expressing past habit: used to
- ☐ EXERCISE 1. Review of present verbs and preview of past verbs. (Chapters 1 and 2)

 Directions: Discuss the italicized verbs. Do they express present time or past time? Do the verbs describe an activity or situation that . . .
 - a. is in progress right now?
 - b. is usual or is a general statement of fact?
 - c. began and ended in the past?
 - d. was in progress at a time in the past?
 - 1. Jennifer works for an insurance company.
 - 2. When people *need* help with their automobile insurance, they *call* her.
 - 3. Right now it is 9:05 A.M., and Jennifer is sitting at her desk.
 - 4. She came to work on time this morning.
 - 5. Yesterday Jennifer was late to work because she had a minor auto accident.
 - 6. While she was driving to work, her cell phone rang.
 - 7. She answered it. It was her friend Rob.
 - 8. She was happy to hear from him because she *likes* Rob a lot and always *enjoys* her conversations with him.
 - 9. While they were talking, Jennifer, who is allergic to bee stings, noticed two bees in her car.



- 10. She quickly *opened* the car windows and *swatted* at the bees while she *was talking* to Rob on the phone.
- 11. Her hands *left* the steering wheel, and she *lost* control of the car. Her car *ran* into a row of mailboxes beside the road and *stopped*.



- 12. Fortunately, no one was hurt in the accident.
- 13. Jennifer is okay, but her car isn't. It needs repairs.
- 14. When Jennifer got to work this morning, she talked to her own automobile insurance agent.
- 15. That was easy to do because he works at the desk right next to hers.

2-1 EXPRESSING PAST TIME: THE SIMPLE PAST			
(a) Mary walked downtown yesterday.(b) I slept for eight hours last night.	The simple past is used to talk about activities or situations that began and ended in the past (e.g., yesterday, last night, two days ago, in 1999).		
(c) Bob stayed home yesterday morning.(d) Our plane arrived on time last night.	Most simple past verbs are formed by adding -ed to a verb, as in (a), (c), and (d).		
(e) I ate breakfast this morning. (f) Sue took a taxi to the airport yesterday.	Some verbs have irregular past forms, as in (b), (e), and (f). See Chart 2-7, p. 33.		
(g) I was busy yesterday.(h) They were at home last night.	The simple past forms of be are was and were.		

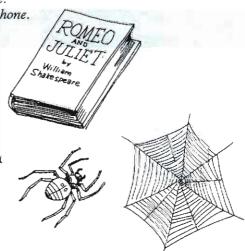
2-2 FORMS OF THE SIMPLE PAST: REGULAR VERBS		
STATEMENT	I-You-She-He-It-We-They worked yesterday.	
NEGATIVE	I-You-She-He-It-We-They did not (didn't) work yesterday.	
QUESTION	Did I-you-she-he-it-we-they work yesterday?	
SHORT ANSWER	Yes, I-you-she-he-it-we-they did. No, I-you-she-he-it-we-they didn't.	

2-3 FC	PRMS OF THE SIMPLE PAST: BE
STATEMENT	I-She-He-It was in class yesterday. We-You-They were in class yesterday.
NEGATIVE	I-She-He-It was not (wasn't) in class yesterday. We-You-They were not (weren't) in class yesterday.
QUESTION	Was I-she-he-it in class yesterday? Were we-you-they in class yesterday?
SHORT ANSWER	Yes, I-she-he-it was. Yes, we-you-they were. No, I-she-he-it wasn't. No, we-you-they weren't.

☐ EXERCISE 2. Present and past time: statements and negatives. (Chapter 1 and Charts $2-1 \rightarrow 2-3$)

Directions: All of the following sentences have inaccurate information. Correct them by

- (a) making a negative statement, and
- (b) making an affirmative statement with accurate information.
- 1. Thomas Edison invented the telephone.
 - → (a) Thomas Edison didn't invent the telephone.
 - (b) Alexander Graham Bell invented the telephone.
- 2. You live in a tree.
- 3. You took a taxi to school today.
- 4. You're sitting on a soft, comfortable sofa.
- 5. Our teacher wrote Romeo and Juliet.
- 6. Our teacher's name is William Shakespeare.
- 7. You were on a cruise ship in the Mediterranean Sea yesterday.
- 8. Rocks float and wood sinks.
- 9. The teacher flew into the classroom today.
- 10. Spiders have six legs.



EXERCISE 3. Present and past time: statements and negatives. (Chapter 1 and Charts 2-1 → 2-3)

Directions: Correct the inaccurate statements by using negative then affirmative sentences. Some verbs are past, and some are present. Work as a class (with the teacher as Speaker A) or in pairs. Only Speaker A's book is open.

Example: $(...)^*$ left the classroom ten minutes ago.

SPEAKER A (book open): Rosa left the classroom ten minutes ago.

SPEAKER B (book closed): No, that's not true. Rosa didn't leave the classroom.

Rosa is still here. She's sitting next to Kim.

- 1. You got up at 4:30 this morning.
- 2. (. . .) is standing in the corner of the classroom.
- 3. (...) stands in a corner of the classroom during class each day.
- 4. (. . .) stood in a corner during class yesterday.
- 5. This book has a green cover.
- 6. Shakespeare wrote novels.
- 7. A river flows from the bottom of a valley to the top of a mountain.
- 8. We cook food in a refrigerator.

(Switch roles if working in pairs.)

- 9. (. . .) taught this class yesterday.
- 10. Butterflies have ten legs.
- 11. This morning, you drove to school in a (name of a kind of car).
- 12. (...) takes a helicopter to get to school every day.
- 13. You speak (French and Arabic).
- 14. This room has (supply an incorrect number) windows.
- 15. (...) and you studied together at the library last night.
- 16. (...) went to (an impossible place) yesterday.

EXERCISE 4. Present and past time: statements and negatives. (Chapter 1, Charts $2-1 \rightarrow 2-3$)

Directions: Work in pairs.

Speaker A: Your book is open. Complete each sentence to make an INACCURATE

Speaker B: Your book is closed. Correct Speaker A's statement, first by using a negative sentence and then by giving correct information.

Example: . . . has/have tails.

SPEAKER A (book open): People have tails.

SPEAKER B (book closed): No, people don't have tails. Dogs have tails. Cats have tails.

Birds have tails. But people don't have tails.

- 1. ... is/are blue.
- 2. You ate . . . for breakfast this morning.

^{*}The symbol (. . .) means "supply the name of a person."

- 3. Automobiles have
- 4. You . . . last night.
- 5. . . . sat next to you in class yesterday.
- 6. . . . is from Russia. He/She speaks Russian.
- 7. . . . is talking to . . . right now.
- 8. . . . was late for class today.

Switch roles.

- 9. . . . left class early yesterday.
- 10. . . . has/have six legs.
- 11. ... was singing a song when the teacher walked into the room today.
- 12. . . . wore a black suit to class yesterday.
- 13. . . . is/are watching a video right now.
- 14. You . . . last weekend.
- 15. People . . . in ancient times.
- 16. . . . is/are delicious, inexpensive, and good for you.

2-4 REGULAR VERI	BS: PRONUNCIATION OF -ED ENDINGS
(a) talked = talk/t/ stopped = stop/t/ hissed = hiss/t/ watched = watch/t/ washed = wash/t/	Final -ed is pronounced /t/ after voiceless sounds. You make a voiceless sound by pushing air through your mouth. No sound comes from your throat. Examples of voiceless sounds: /k/, /p/, /s/, /ch/, /sh/.
(b) called = call/d/ rained = rain/d/ lived = live/d/ robbed = rob/d/ stayed = stay/d/	Final -ed is pronounced /d/ after voiced sounds. You make a voiced sound from your throat. Your voice box vibrates. Examples of voiced sounds: /l/, /n/, /v/, /b/, and all vowel sounds.
(c) waited = wait/əd/ needed = need/əd/	Final -ed is pronounced /əd/ after "t" and "d" sounds. /əd/ adds a syllable to a word.

■ EXERCISE 5. Pronunciation of -ED endings. (Chart 2-4)

Directions: Write the correct pronunciations and practice saying the words aloud.

- 1. cooked = cook/ + / 6. dropped = drop/ / 11. returned = return/
- 2. served = serve/ λ / 7. pulled = pull/ / 12. touched = touch/ /
- 3. wanted = want/ $\Rightarrow \lambda$ / 8. pushed = push/ / 13. waved = wave/ /
- 4. asked = ask/ / 9. added = add/ / 14. pointed = point/ /
- 5. started = start/ / 10. passed = pass/ / 15. agreed = agree/ /

☐ EXERCISE 6. Pronunciation of -ED endings. (Chart 2-4) Directions: Practice saying these words. Use them in sentences.

1. answered	6. finished	11. worked
2. arrived	7. fixed	12. invited
3. continued	8. helped	13. suggested
4. ended	9. looked	14. smelled
5. explained	10. planned	15. crossed

END OF VERB	DOUBLE THE CONSONANT?	SIMPLE FORM	-ING	-ED	٠
-е	NO	(a) smile hope	smi l ing ho p ing	smiled ho p ed	-ing form: Drop the -e, add -inged form: Just add -d.
Two Consonants	NO	(b) he lp lea rn	hel p ing lear n ing	hel p ed lear n ed	If the verb ends in two consonants, just add -ing or -ed.
Two Vowels + One Consonant	NO	(c) rain heat	rai n ing heating	rai n ed hea t ed	If the verb ends in two vowels + a consonant, just add -ing or -ed.
One Vowel + One Consonant	YES	(d) stop plan	ONE-SYLLABLE VE sto pp ing pla nn ing	RBS sto pp ed pla nn ed	If the verb has one syllable and ends in one vowel + one consonant, double the consonant to make the -ing or -ed form.*
	NO	(e) visit offer	WO-SYLLABLE VE visiting offering	visi t ed offe r ed	If the first syllable of a two-syllable verb is stressed, do not double the consonant.
	YES	(f) pre fér ad mit	prefe rr ing admi tt ing	prefe rr ed admi tt ed	If the second syllable of a two-syllable verb is stressed double the consonant.
-y	NO	(g) pl ay enj oy	pl ay ing enj oy ing	pl ay ed enj oy ed	If the verb ends in a vowel + -y, keep the -y. Do not change the -y to -i.
		(h) worry stu dy	wor ry ing stu dy ing	wor ri ed stu di ed	If the verb ends in a consonant + -y, keep the -y for the -ing form, but change the -y to -i to make the -ed form.
-ie		(i) die tie	dying tying	died tied	-ing form: Change the -ie to -y and add -inged form: Just add -d.

^{*}Exceptions: Do not double "w" or "x": snow, snowing, snowed, fix, fixing, fixed.

	-ING	-ED
1. start	starting	started
2. wait		
3. hit		(hit)
4. write		(wrote/written)
5. shout	AND CONTRACTOR	
6. cut		(cut)
7. meet _		(met)
8. hope		
9. hop		
10. help		
11. sleep		(slept)
12. step		
13. tape		
14. tap		_
15. rain _	111	
16. run		(ran/run)
17. whine		
18. win		(won)
19. explain _		
20. burn _		
	-ED forms. (Chart 2-5) ne -ing and -ed forms of the -ING	following verbs.
1. open		
2. begin _		(began/begun)
3. occur		

٦.	refer		
6.	offer		
7.	listen		
8.	admit		
9.	visit		
10.	omit		
11.	hurry		
12.	study		
13.	enjoy		
14.	reply		
15.	stay		
16.	buy		(bought)
17.	try		
18.	tie		
	tie die		
19.			
19. 20.	die lie* SE 9ING ar	nd -ED forms. (Chart 2-5) the -ing and -ed forms of the forms	ollowing verbs.
19. 20.	die lie* SE 9ING ar	nd -ED forms. (Chart 2-5) the -ing and -ed forms of the forms	ollowing verbs.
19. 20. EXERCIS	die lie* SE 9ING ar	the -ing and -ed forms of the fo	
19. 20. EXERCISE Di	die lie* SE 9ING ar rections: Write	the -ing and -ed forms of the fo	-ED
19. 20. EXERCISE Di 1. 2.	die lie* SE 9ING ar rections: Write	the -ing and -ed forms of the fo	-ED
19. 20. EXERCISE Di 1. 2.	die lie* SE 9ING ar rections: Write lift promise	the -ing and -ed forms of the fo	-ED
19. 20. EXERCISED 1. 2. 3. 4.	die lie* SE 9ING ar rections: Write lift promise slap	the -ing and -ed forms of the fo	-ED
19. 20. EXERCISED in the second seco	die lie* SE 9ING ar rections: Write lift promise slap wipe	the -ing and -ed forms of the fo	-ED
19. 20. EXERCISED 1. 2. 3. 4. 5.	die lie* SE 9ING ar rections: Write lift promise slap wipe carry	the -ing and -ed forms of the fo	-ED

 $^{{}^{\}star}Lie$ is a regular verb when it means "not tell the truth." Lie is an irregular verb when it means "put one's body flat on a bed or another surface": lie, lay, lain.

9.	fail		
10.	file		
11.	drag		
12.	use		and the state of t
13.	prefer		
14.	sign		
15.	point	-	, <u> </u>
16.	appear		
17.	relax		
18.	borrow		
19.	aim		
20.	cram		

	SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE	PRESENT PARTICIPLE	
REGULAR	finish	finished	finished	finishing	
VERBS	stop	stopped	stopped	stopping	
	hope	hoped	hoped	hoping	
	wait	waited	waited	waiting	
	play	played	played	playing	
	try	tried	tried	trying	
IRREGULAR	see	saw	seen	seeing	
VERBS	make	made	made	making	
	sing	sang	sung	singing	
	eat	ate	eaten	eating	
	put	put	put	putting	
	go	went	gone	going	
PRINCIPAL PA	ARTS OF A VERB		rincipal forms or "parts." T ctionary. It is the base form).		
(2) the simple past		The simple past form ends in -ed for regular verbs. Most verbs are regular, but many common verbs have irregular past forms. See the reference list of irregular verbs that follows in Chart 2-7.			
(3) the past participle		The past participle also ends in -ed for regular verbs. Some verbs are irregular. It is used in perfect tenses (see Chapter 4) and the passive (Chapter 10).			
(4) the present participle			ends in -ing (for both reguences (e.g., the present prog		

IRREGULAR VERBS: A REFERENCE LIST 2-7 SIMPLE SIMPLE PAST SIMPLE SIMPLE PAST PARTICIPLE FORM PAST PARTICIPLE FORM PAST awake awoke awoken lie lay lain be lit/lighted light lit/lighted was, were been beat beat beaten lose lost lost made made become became become make begin began begun mean meant meant bend bent bent met met meet bite bit bitten paid paid pay blow proved/proven blew blown prove proved break broke broken put put put brought brought bring quit quit quit broadcast broadcast broadcast read read read build built built ride rode ridden burned/burnt burned/burnt burn ring rang rung buy bought bought rise rose risen catch caught caught run ran run choose chose chosen say said said come came saw come see seen cost cost cost seek sought sought sold cut cut cut sell sold dig send dug dug sent sent dived/dove dive dived set set set do did done shake shook shaken draw drew shave shaved shaved/shaven drawn dreamed/dreamt dream dreamed/dreamt shoot shot shot drunk drink drank shut shut shut drive drove driven sing sang sung eat ate eaten sink sank sunk fall fell fallen sit sat sat feed fed fed sleep slept slept feel felt felt slide slid slid fight fought fought speak spoke spoken find found found spend spent spent fit fit fit spread spread spread flv flew flown stood stand stood forget forgot forgotten steal stole stolen forgive forgiven forgave stick stuck stuck freeze froze frozen strike struck struck get got got/gotten swear swore sworn give gave given sweep swept swept swim go went gone swam swum grow grown take took taken grew hang hung hung teach taught taught have had had tear tore torn heard tell told hear heard told hide hidden think thought thought hid hit hit hit throw threw thrown understood hold held held understand understood hurt hurt hurt upset upset upset woken/waked keep kept wake woke/waked kept know knew known wear wore worn lav laid laid weave wove woven lead led led weep went wept leave left left win won won lend lent lent withdraw withdrew withdrawn let let let write wrote written

1.	Maria walked to school today. Rebecca her car. Olga
	her bicycle. Yoko the bus.
2.	Last night I had a good night's sleep. I nine hours.
3.	Ann a beautiful dress to the wedding reception.
4.	It got so cold last night that the water in the pond
5.	Frank was really thirsty. He four glasses of water.
6.	Karen had to choose between a blue raincoat and a tan one. She finally the blue one.
7.	My husband gave me a painting for my birthday. I it on a wall in my office.
8.	Last night around midnight, when I was sound asleep, the telephone
	me up.
9.	. The sun at 6:04 this morning and will set at 6:59.
10.	I an e-mail to my cousin after I finished studying yesterday evening.
11.	. Ms. Manning chemistry at the local high school last year.
12.	. The police the bank robbers. They are in jail now.
13.	. Oh my gosh! Call the police! Someone my car!
14.	. Today Victor has on slacks and a sports jacket, but yesterday he
	jeans and a sweatshirt to work.
15.	. My friend told me that he had a singing dog. When the dog, I
	ears. my hands over my

16.	When I introduced Pedro to Ming, they hands and greeted each other.
17.	I the kitchen floor with a broom.
	A bird into our apartment through an open window.
19.	I caught the bird and it gently in my hands until I could put it back outside.
20.	The children had a good time at the park yesterday. They the ducks small pieces of bread.
21.	My dog a hole in the yard and buried his bone.
22.	Ahmed his apartment in a hurry this morning because he was
	late for school. That's why he to bring his books to class.
Dir	E 11. Simple past: irregular verbs. (Chart 2-7) rections: Complete each sentence with the simple past of any irregular verb that makes use. There may be more than one possible completion.
1.	Alex hurt his finger when he was fixing his dinner last night. He accidentally it with a sharp knife.
2.	I don't have any money in my pocket. I it all yesterday. I'm flat broke.
3.	Ann didn't throw her old shoes away. She them because they were comfortable.
4.	I an interesting article in the newspaper yesterday.
5.	Jack his pocketknife at the park yesterday. This morning he
	back to the park to look for it. Finally, he
	it in the grass. He was glad to have it back.
6.	Mr. Litovchenko was very happy but a little nervous when he his baby in his arms for the first time.
7.	I Jennifer's parents when they visited her. She introduced me to them.
8.	A: Is Natasha still angry with you?
	B: No, she me for what I did, and she's speaking to me again.

9.	I dropped my favorite vase. It fell on the floor andhundred pieces.	into a
10.	When I went shopping yesterday, I some light bulb cooking pot.	es and a
11.	The soldiers the battle through the night and into	the morning.
12.	I used to have a camera, but I it because I needed	the money.
13.	Jane didn't want anyone to find her diary, so she it in her closet.	in a shoe box
14.	I didn't want anyone else to see the note, so I it intantand them in the wastebasket.	to tiny pieces
15.	The children pictures of themselves in art class yes	terday.
16.	I have a cold. Yesterday I terrible, but I'm feeling b	oetter today.
17.	Last night I a strange noise in the house around 2:	00 a.m., so I
	up to investigate.	
18.	Sam ran the fastest, so he the race.	
19.	My dog isn't very friendly. Yesterday she my neigh	bor's leg.
	Luckily, my dog is very old and doesn't have sharp teeth, so she didn't he	urt my
	neighbor.	\$ 1
20.	Steve on the campfire	
	to make it burn.	Mand Service
21.	When I went fishing yesterday, I	
	a fish right	
	away. But the fish was too small to	Jan-
	keep. I carefully returned it to the water.	
	It quickly away.	0.4
22.	Amanda a lie. I didn't believe her	
	because I the truth.	

Directions: Perform the action and then descr the verbs are irregular; some are regular. Work in groups or as a class. Only Spea	ibe the action, using the simple past. Most of aker A's book is open.
Example: Give () your pen. SPEAKER A (book open): Give Pablo your per SPEAKER B (book closed): (Speaker B performs SPEAKER A (book open): What did you do? SPEAKER B (book closed): I gave Pablo my per	the action.)
 Give () your dictionary. Open your book. Shut your book. Stand up. Hold your book above your head. Put your book in your lap. Bend your elbow. Touch the tip of your nose. Spell the word "happened." Shake hands with (). Bite your finger. Hide your pen. Leave the room. Speak to (). Tear a piece of paper. Tell () to stand up. 	17. Throw your pen to (). 18. Draw a triangle on the board. 19. Turn to page ten in your book. 20. Choose a pen, this one or that one. 21. Invite () to have lunch with you. 22. Thank () for the invitation. 23. Steal ()'s pen. 24. Sell your pen to () for a (penny). 25. Hit your desk with your hand. 26. Stick your pen in your pocket/purse. 27. Read a sentence from your book. 28. Repeat my sentence: This book is black 29. Hang your (jacket) on your chair. 30. Take ()'s grammar book. 31. Write your name on the board.
□ EXERCISE 13. Simple past: questions and sh Directions: Use the words in parentheses. Given 1. A: (you, sleep) Did you sleep B: Yes, I did I (sleep)	we short answers to questions where necessary well last night? slept very well.
Tom Sawyer? B: Yes, He also (write)

 \square EXERCISE 12. Simple past. (Charts 2-1 \rightarrow 2-7)

5. A: (you, eat)		breakfast this morning?	
B: No, I (h.	ave, no	<i>u</i>)	enough
time. I was late for class because	se my a	llarm clock (ring, not)	
T EVERCICE 14 Cinemia in such according a share			
EXERCISE 14. Simple past: questions, st (Charts 2-1 → 2-7)	ion di	nswers, and irregular verbs.	
Chart 2-7 if necessary to check is open.	she is heck th	using the irregular verbs correct correct form of an irregular verbs.	tly. Look at erb. Your
Speaker B: In order to practice using in questions. Give both a sho	_	r verbs, answer "yes" to all of Sp ver and a long answer. Your boo	-
Example: eat breakfast this morning			
SPEAKER A (book open): Did you eat be	reakfas	t this morning?	
SPEAKER B (book closed): Yes, I did. I a	te brea	kfast this morning.	
1. sleep well last night	6.	lose your grammar book yester	day
2. wake up early this morning	7.	find your grammar book	
3. come to class early today	8.	take a bus somewhere yesterda	y
4. bring your books to class	9.	ride in a car yesterday	
5. put your books on your desk	10.	drive a car	
Switch roles.			
11. hear about the earthquake	17.	have a good time	
12. read the newspaper this morning	18.	think about me	
13. catch a cold last week	19.	meet () the first day of class	SS
14. feel terrible	20.	shake hands with () when	you first me
15. see a doctor		him/her	
16. go to a party last night			
Switch roles.			
21. buy some books yesterday	26.	send your parents a letter	
22. begin to read a new novel		lend () some money	
23. fly to this city	28.	wear a coat yesterday	
24. run to class today	29.	go to the zoo last week	
25. write your parents a letter	30.	feed the birds at the park	
Switch roles.			
31. make your own dinner last night	36.	break your arm	
32. leave home at eight this morning		understand the question	
33. drink a cup of tea before class		speak to () yesterday	
34. fall down yesterday		tell him/her your opinion of thi	s class
35. hurt yourself when you fell down		mean what you said	

\square EXERCISE 15. Past time. (Charts 2-1 \rightarrow 2-7)

Directions: Pair up with a classmate.

Speaker A: Tell Speaker B about your activities yesterday. Think of at least five things you did vesterday to tell Speaker B about. Also think of two or three things you didn't do vesterday.

Speaker B: Listen carefully to Speaker A. Make sure that Speaker A is using past tenses correctly. Ask Speaker A questions about his/her activities if you wish. Take notes while Student A is talking.

When Speaker A finishes talking, switch roles: Speaker B tells Speaker A about his/her activities yesterday.

Use the notes from the conversation to write a composition about the other student's activities vesterday.

2 - 8THE SIMPLE PAST AND THE PAST PROGRESSIVE THE SIMPLE PAST (a) Mary walked downtown The SIMPLE PAST is used to talk about an activity or situation that began and ended at a yesterday. particular time in the past (e.g., yesterday, (b) I slept for eight hours last last night, two days ago, in 1999), as in (a) night. and (b). THE PAST PROGRESSIVE (c) I sat down at the dinner table The PAST PROGRESSIVE expresses an activity at 6:00 P.M. yesterday. Tom that was in progress (was occurring, was came to my house at 6:10 P.M. happening) at a point of time in the past (e.g., at 6:10) or at the time of another I was eating dinner when Tom action (e.g., when Tom came). came. In (c): eating was in progress at 6:10; eating (d) I went to bed at 10:00. The was in progress when Tom came. phone rang at 11:00. FORM: was/were + -ing. I was sleeping when the phone rang. when = at that time (e) When the phone rang, I was sleeping. while = during that time (f) The phone rang while I was sleeping. (e) and (f) have the same meaning.

STATEMENT	I-She-He-It was working	
1 4	You-We-They were working	g.
NEGATIVE	I-She-He-It was not (was You-We-They were not (we	sn't) working. ren't) working.
QUESTION	Was I-she-he-it working? Were you-we-they working?	
SHORT		you-we-they <i>were</i> . you-we-they <i>weren't</i> .

Dir	E 16. Simple past and past progress rections: Complete the sentences with the past progressive.		
1.	At 6:00 P.M., Bob sat down at the		
	table and began to eat. At 6:05, Bob (eat)was eating dinner.		
2.	While Bob (eat) dinner, Ann (come)		
	through the door.		
3.	In other words, when Ann (come)	through	the door, Bob
		ner.	
	A 1200 MILLS OF THE REST		
F. 476 SE		A	
		11:00	1130
4.	Bob went to bed at 10:30. At 11:00 Bob	(sleep)	
5.	While Bob (sleep)	the phone (r	ing)
6.	In other words, when the phone (ring)	, Bo	ob (sleep)
7.	Bob left his house at 8:00 A.M. and (begin	<i>i)</i>	to walk to class.
	While he (walk)		all E
	he (see) Mrs. Smith	1.	
9.	When Bob (see) M	rs. Smith, she	1
	(stand) on her	front porch.	
	She (hold) a b	proom.	
10.	Mrs. Smith (wave)	at Bob when	A de a mais
	she (see) him.	(Program	

☐ EXERCISE 17. Using the past progressive. (Charts 2-8 and 2-9)

Directions: Perform the actions and answer the questions. Only the teacher's book is open.

Example: A: write on the board B: open the door

To STUDENT A: Please write on the board. Write anything you wish. (Student A writes on

the board.) What are you doing?

Response: I'm writing on the board.

To STUDENT A: Good. Please continue.

To STUDENT B: Open the door. (Student B opens the door.) What did you just do?

Response: I opened that door.

To STUDENT A: (Student A), thank you. You may stop now.

To STUDENT C: Describe the two actions that just occurred, using when.

Response: When (Student B) opened the door, (Student A) was writing on the board.

To STUDENT D: Again, using while.

Response: While (Student A) was writing on the board, (Student B) opened the door.

- 1. A: write a note to (...) B: knock on the door
- 2. A: walk around the room B: clap your hands once
- 3. A: talk to (...) B: come into the room
- 4. A: read your book B: tap (Student A)'s shoulder
- 5. A: look out the window B: ask (Student A) a question
- 6. A: whistle B: leave the room
- 7. A: look at your watch B: ask (Student A) a question
- 8. A: pantomime eating (pretend to eat) B: sit down next to (Student A)
- 9. A: pantomime sleeping B: take (Student A)'s grammar book
- 10. A: pantomime drinking a glass of water B: come into the room

■ EXERCISE 18. Present progressive and past progressive. (Charts 1-1, 2-8, and 2-9)

Directions: <u>Underline</u> the present progressive and past progressive verbs in the following pairs of sentences. Discuss their use. What are the similarities between the two tenses?

- 1. A: Where are Ann and Rob? I haven't seen them for a couple of weeks.
 - B: They're out of town. They're traveling.
- 2. A: I invited Ann and Rob to my birthday party, but they didn't come.
 - B: Why not?
 - A: They were out of town. They were traveling.
- 3. A: What was I talking about when the phone interrupted me? I lost my train of thought.
 - B: You were describing the website you found on the Internet yesterday.
- 4. A: I missed the beginning of the news report. What's the announcer talking about?
 - B: She's describing conditions in Bangladesh after the flood.

- 5. A: Good morning, Kim.
 - B: Hello, Tom. Good to see you.
 - A: Good to see you, too. On your way to work?
 - B: Yup. I'm walking to work today to take advantage of the beautiful spring morning.
 - A: It certainly is a beautiful spring morning.
- 6. A: Guess who I saw this morning.
 - B: Who?
 - A: Jim.
 - B: Oh? How is he?
 - A: He looks fine.
 - B: Where did you see him?
 - A: On the sidewalk near the corner of 5th and Pine. He was walking to work.

■ EXERCISE 19. Present and past verbs. (Chapters 1 and 2)

Directions: Complete the sentences with the simple present, present progressive, simple past, or past progressive.

PART I. PRESENT TIME

SITUATION:

SITUATION:			
Right now Toshi (sit)	is sitting	at his desk. He	
(study)	his grammar boo	ok. His roommate, Oscar, (s	it)
	desk, but he (study, not)		
at his	, , ,	4	
He (stare)5	out	the window. Toshi (want)	
to know wh	at Oscar (look)	at.	
•		·	
TOSHI: Oscar, what (you, look)		at?	
	8		

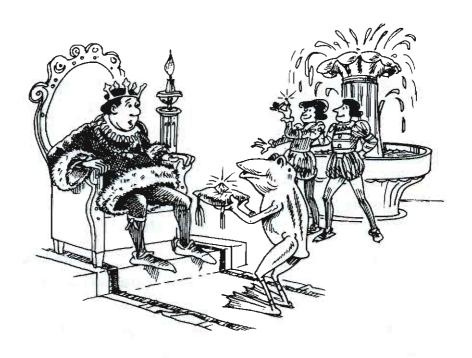
OSCAR:	I (watch)	the bicyclists. They are very	skillful. I
	9		
	(know, not)	how to ride a bike, so I (admire,)
		one who can. Come over to the window	. Look at
	11		
	that guy in the blue shirt. He	(steer) his bik	e with one
	hand while he (drink)	a soda with the other.	. At the
	same time, he (weave)	in and out of the hea	vy street
	traffic. He (seem)	reariess.	
TOSHI:	Riding a bike (be, not)	as hard as it <i>(look)</i>	17
			17
	I'll teach you to ride a bicycle	it you'd like.	
	~ " . ~ .		
OSCAR:	Really? Great!		
	(Marie 1971)		
TOSHI:	How come you don't know ho	w to ride a bike?*	
OSCAR:	I (have, never)	a bike when I (be)	19
			19
	a kid. My family (be)	too poor. Once I (try)	
	to learn	on the bike of one of my friends, but the	other kids
			:
	all (laugh)	at me. I never (try)	again
	because 1 (be)	too embarrassed. But I'd really lik	te to learn
	now! When can we start?		
	now! When can we start!		
PART II.	PAST TIME		
Ye	esterday, Toshi (sit)we	as siffing at his desk and (stu	dy)
		25	
		mmar book. His roommate, Oscar, (sit)	
	26		
	at his desk,	but he (study, not)28	·
He (sta	ou ou	t the window. He (watch)	
	-*	30	
bicyclis	ts on the street below.		

^{*&}quot;How come?" means "Why?" For example, "How come you don't know how to ride a bike?" means "Why don't you know how to ride a bike?"

	over to the w	vindow. Oscar (point)	
***		vindow. Oscar (point)32	
out one bicyclist in particular.	This bicyclist (steer)	with	one
hand while he (drink)		a soda with the other. At the same	ie
days he (34	and an afala harmon fire To Occ	
time, he (weave)	35	n and out of the heavy traffic. To Osca	dī,
the bicyclist (seem)	fearless.		
Oscar (learn, never)		how to ride a bike when he	(be)
a child.			
		to teach him. Osca	
(accept)	gladly.		
ERCISE 20. Verb tense and in	regular verb revie	w. (Chapters 1 and 2)	
Directions: Complete the sente	ences with the verbs	in parentheses. Use the simple past,	
simple present, or past progre	essive.		
(1) Once upon a time, a	king and his three da	nughters (live)livea	in a
castle in a faraway land. One	day while the king (<i>(think)</i> <u>was thinking</u> about h	is
daughters, he (have)	had an idea	a. He (form) <u>formed</u> a	
plan for finding husbands for	them.		
(2) When it (come)	<u>came</u> time	e for the three daughters to marry, th	ie
king (announce)announce	ced his plan. H	le said, "I'm going to take three jewe	ls to
		ng men (meet) weet*	
together there every day. I he	: miree vomis ilieli wi	ho find the jewels will become my	
	e tillee young men wi	ho find the jewels will become my	
daughters' husbands."			
daughters' husbands." (3) The next day, the king	g (choose)	three jewels—an emeral	
daughters' husbands." (3) The next day, the king ruby, and a diamond—and (a)	g (choose)	three jewels—an emerale them into the village. He (ho	ld)
daughters' husbands." (3) The next day, the king ruby, and a diamond—and (in them in them in the control of th	g (choose) take) n his hand and (walk)	three jewels—an emerale them into the village. He (ho) among the ye	ld)
daughters' husbands." (3) The next day, the king ruby, and a diamond—and (and them in men. First he (drop)	g (choose) take) n his hand and (walk) the em	three jewels—an emerale them into the village. He (ho among the youngerald, then the ruby, and then the	<i>ld)</i> oung
daughters' husbands." (3) The next day, the king ruby, and a diamond—and (and them in men. First he (drop)	g (choose) take) n his hand and (walk) the em	three jewels—an emerale them into the village. He (ho) among the ye	<i>ld)</i> oung
daughters' husbands." (3) The next day, the king ruby, and a diamond—and (a them in men. First he (drop) diamond. A handsome man	g (choose) take) n his hand and (walk) the em (pick)	three jewels—an emerale them into the village. He (ho among the youngerald, then the ruby, and then the	<i>ld)</i> oung lthy

^{*}The simple present is used here because the story is giving the king's exact words in a quotation. Notice that quotation marks ("...") are used. See Chart 14-8, p. 420, for more information about quotations.

(4) But then a frog (hop)	toward the diamond and (pick)
it up. The frog (bring)	the diamond to
the king and said, "I (be)	_ the Frog Prince. I (claim)
your third daughter as r	ny wife."



(5) When the king (tel	l) Tina, hi	is third daughter, about the Frog
Prince, she (refuse)	to marry him. W	When the people of the land
(hear)	the news about the frog	and the princess, they (laugh)
and	(laugh) '	"Have you heard the news?" the
people (say)	to each other. "Princes	ss Tina is going to marry a frog!"
(6) Tina (feel)	terrible. She said	d, "I (be)
the unluckiest person in th	e world." She (fall)	to the floor and (sob)
No	one (love)	her, she (believe)
	. Her father (understand, not) _	101 004
her. She (hide)	from her friends and	d (keep)
her pain in her heart. Even	ry day, she (grow)	sadder and sadder. Her
two sisters (have)	grand weddings.	Their wedding bells (ring)
with	joy across the land.	

(7) Eventually, Tina (leave)	the castle. She (run)
away from her fami	ly and (go) to live in the
woods by herself. She (eat)	simple food, (drink)
water from the lake, (cut)	her own firewood, (wash)
her own clothes, (st	weep) the floor herself,
(make) her own bed	d, and (take) care of all her
own needs. But she (be)	very lonely and unhappy.
(8) One day Tina (go)	swimming. The water (be)
deep and cold. Tina (swim)	for a long time and (become)
	ne (swim) back
toward the shore, she (lose)	the desire to live. She (quit)
trying to swim to sa	afety. She (drown)
when the frog suddenly (appear)	and with all his strength
(push) Tina to the s	hore. He (save) her life.
(9) "Why (save, you)	my life, Frog?"
	very young and you (have)
a lot to live for."	
"No, I (do, not)	," said the princess. "I (be)
the most miserable person in the whole u	niverse."
(10) "Let's talk about it," (say)	the frog. And they (begin)
to talk. Tina and th	ne Frog Prince (sit)
	Man
together for hours and hours. Frog (lister	
He (tell)	her about himself and his own

unhappiness and loneliness. They (share) their minds and hearts.
Day after day, they (spend) hours with each other. They
(talk), (laugh), (play),
and (work) together.
(11) One day while they (sit) near the lake, Tina (bend) the frog
on his forehead. Poof! Suddenly the frog (turn) into a man!
He (take) Tina in his arms, and said, "You (save)
me with your kiss. Outside, I (look) like a frog, but you (see)
inside and (find) the real me. Now I (be)
free. An evil wizard had turned me into a frog until I found the love
of a woman with a truly good heart." When Tina (see) through
outside appearances, she (find) true love.
(12) Tina and the prince (return) to the castle and (get) married. Her two sisters, she discovered, (be)
very unhappy. The handsome husband (ignore) his wife and
(talk, not) to her. The wealthy husband (make)
fun of his wife and (give) her orders all the time. But Tina and her
Frog Prince (live) happily ever after.

■ EXERCISE 21. Past time. (Chapter 2)

Directions: Write a story that begins "Once upon a time, . . . "

Choose one:

- 1. Invent your own story. For example, write about a lonely bee who finds happiness, a poor orphan who succeeds in life with the help of a fairy godmother, a hermit who rediscovers the joys of human companionship, etc. Discuss possible story ideas in class.
- 2. Write a fable that you are familiar with, perhaps one that is well known in your culture.
- 3. Write a story with your classmates. Each student writes one or two sentences at a time. One student begins the story. Then he or she passes the paper on to another student, who then writes a sentence or two and passes the paper on—until everyone in the class has had a chance to write part of the story, or until the story has an ending. This story can then be reproduced for the class to revise and correct together. The class may want to "publish" the final product on the Internet or in a small booklet.

time clause main clause (a) After I finished my work, I went to bed. main clause time clause (b) I went to bed after I finished my work.	After I finished my work = a time clause* I went to bed = a main clause* (a) and (b) have the same meaning. A time clause can (1) come in front of a main clause, as in (a). (2) follow a main clause, as in (b).	
 (c) I went to bed after I finished my work. (d) Before I went to bed, I finished my work. (e) I stayed up until I finished my work. 	These words introduce time clauses: after before until as soon as while when These words introduce time clauses: after before antil subject and verb = a time clause	
(f) As soon as I finished my work, I went to bed.(g) The phone rang while I was watching TV.	In (e): until = "to that time and then no longer"** In (f): as soon as = "immediately after"	
(h) When the phone rang, I was watching TV.	PUNCTUATION: Put a comma at the end of a time clause when the time clause comes first in a sentence (comes in front of the main clause): time clause + comma + main clause main clause + NO comma + time clause	
(i) When the phone <i>rang</i> , I <i>answered</i> it.	In a sentence with a time clause introduced by when, both the time clause verb and the main verb can be simple past. In this case, the action in the when-clause happened first. In (i): First: The phone rang. Then: I answered it.	
(j) While I was doing my homework, my roommate was watching TV.	In (j): When two actions are in progress at the same time, the past progressive can be used in both parts of the sentence.	

^{*}A clause is a structure that has a subject and a verb.

^{**} Until can also be used to say that something does NOT happen before a particular time: I didn't go to bed until I finished my work.

☐ EXERCISE 22. Past time clauses. (Chart 2-10)

Directions: Combine the two sentences into one sentence by using time clauses. Discuss correct punctuation.

1. First: I got home.

Then: I ate dinner.

- 2. First: I unplugged the coffee pot.

Then: I left my apartment this morning.

- → Before or ... before
- 3. First: I lived on a farm.

Then: I was seven years old.

- → Until.... OR ... until....
- 4. First: I heard the doorbell.

Then: I opened the door.

- → As soon as OR ... as soon as
- 5. First: The rabbit was sleeping.

Then: The fox climbed through the window.

- → While OR ... while
- \rightarrow When OR ... when



6. First: It began to rain.

Then: I stood under a tree.

- → When OR ... when
- 7. At the same time: I was lying in bed with the flu.

My friends were swimming at the beach.

→ While or . . . while

	EXERCISE	23	Past	time clauses.	(Charts 2-1	→ 2-10)
and the same of	LVLVCIOL	20.	1 431	III II CICICIOCO.	CIUIIOZ	2-101

Directions: Complete the sentences using the words in parentheses. Use the simple past or the past progressive. Identify the time clauses.

1.	My mother call	led me arou	nd 5:00. My	husband o	came home a	little after that.	
	[When he (con	ne)	ame	home,][(talk)	was talking	 to
	my mother on	the phone.					

2.	I (buy)	a small gift before I (go)	to the
	hospital yesterday to visit my	friend.	

ι.	Yesterday afternoon I (go) _	to visit the Smith family. When I		
	(get) the	re around two o'clock, Mrs. Smith (be)		
	in the yard. She (plant)	flowers in her garden. Mr.		
Smith (be) in the garage. I		in the garage. He (work)		
	on their car. He (change)	the oil. The children (play)		
		in the front yard. In other words, while Mr. Smith		
	(change)	the oil in the car, the children (play)		
		with a ball in the yard.		



5.	As soon as we (hear)	the ne	ews of the approaching	g hurricane, we
	(begin)	our preparations for	the storm.	
6.	It was a long walk home. M	r. Chu (walk)		ıntil he <i>(get)</i>
	tired.	Then he (stop)		and (rest)
	u	ntil he (be)	strong er	nough to
	continue.			
7.	While I (lie)	in bed la	st night, I <i>(hear)</i>	
	a strange noise. When I (hea			
	0	n the light. I (hold)		my breat
	and (listen)			
	on something under the floo	r.		
Ο.	at my computer screen, I (sta	art)		ele dizzy, so I
Ο.	at my computer screen, I (sta	art)	to feel a litt	ele dizzy, so I
Ο.	at my computer screen, I (state)	art)a break. While I (tak	to feel a litt	le dizzy, so I
Ο.	at my computer screen, I (state) (take) break outdoors and (enjoy)	art) a break. While I (tak	to feel a litter) the warmth of the	ele dizzy, so I a sho ne sun on my
ο.	at my computer screen, I (state) (take) break outdoors and (enjoy) face, an elderly gentleman (computer)	art) a break. While I (tak	to feel a litter. the warmth of the up to me and (ele dizzy, so I a sho ne sun on my (ask)
ο.	at my computer screen, I (state) (take) break outdoors and (enjoy) face, an elderly gentleman (computer)	art) a break. While I (take	to feel a litter. the warmth of the common to me and (ele dizzy, so I a sho ne sun on my (ask) r I (tell)
0.	at my computer screen, I (state) (take) break outdoors and (enjoy) face, an elderly gentleman (computer) h	art) a break. While I (take) come) ne for directions to the im how to get there,	to feel a litter the warmth of the company of the public library. After the (thank)	ele dizzy, so I a shown a shown a sun on my (ask) r I (tell)
0.	at my computer screen, I (state) (take) break outdoors and (enjoy) face, an elderly gentleman (computed in the computed in	art) a break. While I (take come) ne for directions to the im how to get there, on his way. I (to feel a litter the warmth of the the up to me and (public library. After the (thank)	ele dizzy, so I a shoone sun on my (ask) r I (tell)
0.	at my computer screen, I (state) (take) break outdoors and (enjoy) face, an elderly gentleman (compute in the content of th	art) a break. While I (take come) ne for directions to the im how to get there, im how to get there.	to feel a litter the warmth of the the public library. After the (thank)	ele dizzy, so I a sho ne sun on my (ask) r I (tell)
0.	at my computer screen, I (state) (take) break outdoors and (enjoy) face, an elderly gentleman (computed in the computed in	art) a break. While I (take come) ne for directions to the im how to get there, important on his way. I (me) on his way. I (me) he sun, and then I related to the sun, and the sun, a	to feel a litter the warmth of the public library. After the (thank) and (cover) suctantly (go)	ele dizzy, so I a sho ne sun on my (ask) r I (tell)
0.	at my computer screen, I (state) (take) break outdoors and (enjoy) face, an elderly gentleman (compute in the state) me and (go) outside until a big cloud (compute in the state)	a break. While I (take come) ne for directions to the im how to get there, important on his way. I (me) the sun, and then I related as I (return)	to feel a litter the warmth of the public library. After the (thank) and (cover) functionally (go) to feel a litter to feel	ele dizzy, so I a shown a shown as a shown
0.	at my computer screen, I (state) (take) break outdoors and (enjoy) face, an elderly gentleman (computed in the series) me and (go) outside until a big cloud (computed in the series) back inside to work. As soon	a break. While I (take come) ne for directions to the im how to get there, important on his way. I (me) the sun, and then I related that my computation is a second or computation as I (return) that my computation is a second or computation is a second or computation in the second or computation is a second	to feel a litter the warmth of the content of the public library. After the (thank) and (cover) and (cover) cutter (make)	ele dizzy, so I a shoone sun on my (ask) r I (tell) o my desk, I
0.	at my computer screen, I (state) (take) break outdoors and (enjoy) face, an elderly gentleman (computed in the second continuous and (go) outside until a big cloud (continuous in the second continuous in the second co	a break. While I (take come) ne for directions to the im how to get there, important on his way. I (me) the sun, and then I related that my computation is a second or computation as I (return) that my computation is a second or computation is a second or computation in the se	to feel a litter the warmth of the content of the public library. After the (thank) and (cover) and (cover) and (cover) tuctantly (go) tenter (make) loudly, and my screen	ele dizzy, so I a short ne sun on my (ask) r I (tell) o my desk, I een was frozen.
0.	at my computer screen, I (state) (take) break outdoors and (enjoy) face, an elderly gentleman (computed in the series) me and (go) outside until a big cloud (computed in the series) back inside to work. As soon (notice) a funny noise. It (hum)	a break. While I (take come) ne for directions to the im how to get there, in an important on his way. I (me) the sun, and then I related that my computation is a moment, in a moment, i	to feel a litter the warmth of the content of the public library. After the (thank) and (cover) and (cover) fuctantly (go) to the (make) loudly, and my screet then I (shut)	ele dizzy, so I a shown a sun on my (ask) r I (tell) o my desk, I een was frozen

2-11 EXPRESSING PAST HA	ABIT: USED TO
 (a) I used to live with my parents. Now I live in my own apartment. (b) Ann used to be afraid of dogs, but now she likes dogs. (c) Al used to smoke, but he doesn't anymore. 	Used to expresses a past situation or habit that no longer exists at present. FORM: used to + the simple form of a verb
(d) <i>Did</i> you <i>used to live</i> in Paris? (OR <i>Did</i> you <i>use to live</i> in Paris?)	QUESTION FORM: $did + subject + used to$ (OR $did + subject + use to$)*
 (e) I didn't used to drink coffee at breakfast, but now I always have coffee in the morning. (OR I didn't use to drink coffee.) (f) I never used to drink coffee at breakfast, but now I always have coffee in the morning. 	NEGATIVE FORM: didn't used to (OR didn't use to)* Didn't use(d) to occurs infrequently. More commonly, people use never to express a negative idea with used to, as in (f).

EXERCISE 24	Past habit	with USED TO.	(Chart 2-11)
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Directions: Correct the errors.

live

- 1. Alex used to living in Cairo.
- 2. Jane used to worked at an insurance company.
- 3. Margo was used to teach English, but now she works at a publishing company.
- 4. Where you used to live?
- 5. I didn't was used to get up early, but now I do.
- 6. Were you used to live in Singapore?
- 7. My family used to going to the beach every weekend, but now I don't.

■ EXERCISE 25. Past habit with USED TO. (Chart 2-11)

Directions: Make sentences with a similar meaning by using **used to**. Some of the sentences are negatives, and some of them are questions.

- 1. When I was a child, I was shy. Now I'm not shy.
 - → I <u>used to be</u> shy, but now I'm not.
- 2. When I was young, I thought that people over forty were old.
 - ightarrow I ______ that people over forty were old.

^{*}Both forms (spelled used to or use to in questions and negatives) are possible. There is no consensus among English language authorities on which is preferable.

3.	Now you live in this city. Where did yo	ou live before you came here?
	→ Where	;
4.	Did you at some time in the past work	for the telephone company?
	→	_ for the telephone company?
5.	When I was younger I slept through th	e night. I never woke up in the middle of the
	night.	
	· • I	in the middle of the night, but now I do.
	· · · I	through the night, but now I don't.
6.	When I was a child, I watched cartoon	s on TV. I don't watch cartoons anymore. Now
	I watch news programs. How about ye	ou?
		cartoons on TV, but I don't anymore.
	→ I	news programs, but now I do.
		on TV when you were a little kid?
1.	I used to vide	my bicycle to work, but now I take the bus.
		go to bed when you were a child?
		past midnight, but now I often go to bed very
Э.	late because I have to study.	past midnight, out now I often go to ocu very
4.	Tom	tennis after work every day, but now he
	doesn't.	
5.	Ι	breakfast, but now I always have something to
	eat in the morning because I read that	students who eat breakfast do better in school.
6.	Ι	interested in, but
	now I am.	
7.	A: When you were a little kid, what	. 6 1 12
		after school?
		after school? How about you?
		How about you?

☐ EXERCISE 27. Past habit with USED TO. (Chart 2-11)

Directions: Work in pairs. Use **used** to. Speaker A: Ask the given question.

Speaker B: Answer the question, using used to. Then ask Speaker A the same question.

Example: Where did you used to live? SPEAKER A: Where did you used to live?

SPEAKER B: I used to live in Tel Aviv. How about you? Where did you used to live?

SPEAKER A: I used to live in Manila.

- 1. What did you used to watch on TV when you were a child, and what do you watch now?
- 2. You are living in a foreign country (OR a different city). What did you used to do in your own country (OR your hometown) that you don't do now?
- 3. You are an adult now. What did you used to do when you were a child that you don't do now?
- 4. Think of a particular time in your past (for example, when you were in elementary school, when you lived in Paris, when you worked at your uncle's store). Describe a typical day in your life at that time. What did you used to do?

☐ EXERCISE 28. Past habit with USED TO. (Chart 2-11)

Directions: Write about the following topics. Use **used** to. Try to think of at least two or three differences for each topic.

Topics:

- 1. Compare past and present clothing. How are they different? (e.g., Shoes used to have buttons, but now they don't.)
- 2. Compare past and present means of transportation.

 (e.g., It used to take months to cross the Atlantic Ocean by ship, but now people fly from one continent to another in a few hours.)
- 3. Compare the daily lives of people fifty years ago to the daily lives of people today. (e.g., Fifty years ago people didn't use to watch rented movies on TV, but today people often watch movies at home for entertainment.)
- 4. Compare past and present beliefs.

 (e.g., Some people used to believe the sun revolved around the earth, but now we know that the earth revolves around the sun.)

CONTENTS

- 3-1 Expressing future time: be going to and will
- 3-2 Forms with be going to
- 3-3 Forms with will
- 3-4 Sureness about the future
- 3-5 Be going to vs. will
- 3-6 Expressing the future in time clauses and if-clauses

- 3-7 Using the present progressive to express future time
- 3-8 Using the simple present to express future time
- 3-9 Immediate future: using be about to
- 3-10 Parallel verbs

■ EXERCISE 1. Preview: future time. (Charts 3-1 → 3-6)

Directions: Use the given words to make sentences about the future. Work in pairs, in groups, or as a class.

Examples: I... around four this afternoon.

→ I'm going to go home around four this afternoon.

you . . . tomorrow?

→ Will you be in class tomorrow?

- 1. I... this evening.
- 2. the teacher . . . next week?
- 3. I... probably ... later today.
- 4. what time . . . you . . . tomorrow morning?
- 5. you . . . later this (morning/afternoon/evening)?
- 6. computers . . . in the future.*
- 7. what . . . you . . . this weekend?
- 8. I may . . . in a few days.
- 9. we . . . after we finish this exercise.
- 10. I... before I... tomorrow.

^{*}In the future = American English; in future = British English.

EXPRESSING FUTURE TIME: BE GOING TO AND WILL 3 - 1Be going to and will are used to express (a) I am going to leave at nine FUTURE tomorrow morning. future time. (a) and (b) have the same meaning. (b) I will leave at nine tomorrow (c) and (d) have the same meaning. morning. Will and be going to often give the (c) Marie is going to be at the same meaning, but sometimes they meeting today.* express different meanings. The (d) Marie will be at the meeting differences are discussed in Chart 3-5, today.

(e) I shall leave at nine tomorrow morning.

(f) We shall leave at nine tomorrow morning.

The use of *shall* (with *I* or *we*) to express future time is possible but infrequent.

*Today, tonight, and this + morning, afternoon, evening, week, etc., can express present, past, or future time.

PRESENT: Sam is in his office this morning.

PAST: Ann was in her office this morning at eight, but now she's at a meeting.

FUTURE: Bob is going to be in his office this morning after his dentist appointment.

 (a) We are going to be late. (b) She's going to come tomorrow. INCORRECT: She's going to comes tomorrow. 	Be going to is followed by the simple form of the verb, as in (a) and (b).
(c) Am I Is he, she, it Are they, we, you going to be late?	QUESTION: be + subject + going to
$\left. \begin{array}{ccc} \text{(d)} & \text{I} & \textit{am not} \\ & \text{He, she, it} & \textit{is not} \\ & \text{They, we, you} & \textit{are not} \end{array} \right\} \textit{going to be late.}$	NEGATIVE: be + not + going to
(e) "Hurry up! We're <i>gonna</i> be late!"	Be going to is more common in speaking and in informal writing than in formal writing. In informal speaking, it is sometimes pronounced "gonna" /gənə/. "Gonna" is not usually a written form.

	ons: Complete the sentences with be going to an	nd the words in parentheses.
1. A:	What (you, do)ave you going to do	this afternoon?
B:	I (work) am going to work	on my report.
2. A:	Where (Alex, be)	later tonight?
B:	He (be)	at Kim's house.

3.	A: (you, finish)		this exercise soon?
	B: Yes, I (finish	h)	it in less than a minute.
4.	A: When (you,	, call)	your sister?
	B: I (call, not)		her. I (send)
		her an e-	mail.
5.		Price, talk)	about in her
	speech toni		
			the economy of Southeast
	Asia.		
Di (N for Sp	rections: Pair up v OTE: You may wis m.) eaker A: Ask a c	with a classmate. Use <i>be going to</i> to tall sh to practice saying "gonna," but also prequestion using <i>be going to</i> and the given or the question in a complete sentence, using	ractice enunciating the full words. Your book is open.
SP	EAKER A (book op	. do next Monday? nen): What are you going to do next Mo ned): I'm going to go to my classes as us	-
SP		v tonight? ben): Are you going to watch TV tonight besed): Yes, I'm going to watch TV tonight watch TV tonight.	
T.	where go af	fter your last class today?	
	have pizza for d	9	
3.	what do thi	is evening?	

- 4. when . . . visit my hometown?
- 5. visit . . . sometime in the future?
- 6. what . . . do this coming Saturday?

Switch roles.

- 7. what time . . . go to bed tonight?
- 8. what . . . wear tomorrow?
- 9. wear your . . . tomorrow too?
- 10. how long . . . stay in this city?
- 11. take a trip sometime this year or next?
- 12. where . . . go and what . . . do?

□ EXER	Directions: Complete th	and 2; Charts 3- ne dialogue with yo				
	going to.					
	Example:					
	A: I hitchhiked to school yesterday.					
		•	nike to school every day?			
	A: Yes, I do. I hitchhik B: Do you also hitchhik	=	y.			
	A: No, I don't. Etc.	to nome every day.				
	1. A: I			yesterday.		
			you			
	3. A: Yes, I	I		every day.		
	5. A: No, I	I		every day.		
	8. B:	_ you also		yesterday?		
	9. A: No, I	I		yesterday.		
	10. B: <u>Ave</u>	_ you		tomorrow?		
	11. A: Yes, I	I		tomorrow.		
	12. B:	_ you also		tomorrow?		
	13. A: No, I	I		tomorrow.		
_						
L EXER	CISE 5. Present, past Directions: Pair up with		e. (Chapters 1 and 2; Cha	rfs 3-1 and 3-2)		
	Speaker A: Ask Speak	er B a question ab	out his or her activities. Use z	ohat and the given		
		essions. Your book	is open. nplete sentence. Your book is o	rlosed		
	-	-	inpicte sentence. Total book is t	nosca.		
	Example: this evening SPEAKER A (book open): What are you going to do this evening?					
			t on the Internet for a while an	d then read.		
		, , , , , , , , , , , , , , , , , , , ,	Switch roles			
	1. yesterday		7. tonight			
	2. tomorrow		8. the day after tomorro	w		
	3. right now		9. last week			
	4. every day		10. next week			
	5. later today		11. every week			
	6. the day before yes	erday	12. this weekend			

STATEMENT	I-You-She-He-It-We-They will come tomorrow.				
NEGATIVE	I-You-She-He-It-We-They will not (won't) come tomorrow.				
QUESTION	Will I-you-she-he-it-we-they come tomorrow?				
SHORT ANSWER	Yes, I-you-she-he-it-we-they will.* won't.				
CONTRACTIONS	I'll she'll we'll you'll he'll they'll it'll	Will is usually contracted with pronouns in both speech and informal writing.			
	Bob + will = "Bob'll" the teacher + will = "the teacher'll"	Will is often contracted with nouns in speech, but usually not in writing.			

^{*}Pronouns are NOT contracted with helping verbs in short answers.

CORRECT: Yes, I will. INCORRECT: Yes, Pll.

EXERCISE 6.	Forms with WILL.	(Chart 3-3)
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Directions: Practice using contractions with will. Write the correct contraction for the words in parentheses. Practice pronunciation.

- 1. (I will) _____ in be home at eight tonight.
- 2. (We will) ______ do well in the game tomorrow.
- 3. (You will) _____ probably get a letter today.
- 4. Karen is collecting shells at the beach. (She will) _____ be home around sundown.
- 5. Henry hurt his heel climbing a hill. (He will) probably stay home today.
- 6. (It will) probably be too cold to go swimming tomorrow.
- 7. I invited some guests for dinner. (They will) ______ probably get here around seven.

EXERCISE 7. Forms with WILL. (Chart 3-3)

Directions: Read the following sentences aloud. Practice contracting will with nouns in speech.

- 1. Rob will probably call tonight. ("Rob'll probably call tonight.")
- 2. Dinner will be at seven.
- 3. Mary will be here at six tomorrow.
- 4. The weather will probably be a little colder tomorrow.
- 5. The party will start at eight.
- 6. Sam will help us move into our new apartment.
- 7. My friends will be here soon.
- 8. The sun will rise at 6:08 tomorrow morning.

3-4 SU	RENESS ABOUT THE FUT	URE
100% sure	(a) I will be in class tomorrow. OR I am going to be in class tomorrow.	In (a): The speaker uses will or be going to because he feels sure about his future activity. He is stating a fact about the future.
90% sure	 (b) Po will probably be in class tomorrow. OR Po is probably going to be in class tomorrow. (c) Anna probably won't be in class tomorrow. OR Anna probably isn't going to be in class tomorrow. 	In (b): The speaker uses probably to say that he expects Po to be in class tomorrow, but he is not 100% sure. He's almost sure, but not completely sure. Word order with probably :* (1) in a statement, as in (b): helping verb + probably (2) with a negative verb, as in (c): probably + helping verb
50% sure	(d) Ali <i>may come</i> to class tomorrow, or Ali <i>may not come</i> to class tomorrow. I don't know what he's going to do.	May expresses a future possibility: maybe something will happen, and maybe it won't happen.** In (d): The speaker is saying that maybe Ali will come to class, or maybe he won't come to class. The speaker is guessing.
	(e) Maybe Ali will come to class, and maybe he won't. OR Maybe Ali is going to come to class, and maybe he isn't.	Maybe + will/be going to gives the same meaning as may. (d) and (e) have the same meaning. Maybe comes at the beginning of a sentence.

^{*}See Chart 1-3, p. 9, for more information about placement of midsentence adverbs such as probably.

■ EXERCISE 8. Sureness about the future. (Chart 3-4)

Directions: Discuss how sure the speaker is in each sentence.

- 1. The bank will be open tomorrow.
 - → The speaker is very sure.
- 2. I'm going to go to the bank tomorrow.
- 3. I'll probably go to the post office too.
- 4. I may stop at the market on my way home.
- 5. Ms. White will probably be in the office around nine tomorrow morning.
- 6. Mr. Wu will be in the office at seven tomorrow morning.
- 7. Mr. Alvarez may be in the office early tomorrow morning.
- 8. The sun will rise tomorrow.
- 9. I'm going to go to the art museum this Saturday, and I may go to the natural history museum too.
- 10. Abdul is probably going to come with me.

^{**}See Chart 7-3, p. 193, for more information about may.

■ EXERCISE 9. Sureness about the future: using PROBABLY. (Chart 3-4)

Directions: For each situation, predict what will probably happen and what probably won't happen. Include **probably** in your prediction. Use either **will** or **be going to**.

- 1. Antonio is late to class almost every day. (be on time tomorrow? be late again?)
 - → Antonio probably won't be on time tomorrow. He'll probably be late again.
- 2. Rosa has a terrible cold. She feels miserable. (go to work tomorrow? stay home and rest?)
- 3. Sam didn't sleep at all last night.

 (go to bed early tonight? stay up all night again tonight?)
- 4. Ms. Bok needs to travel to a nearby city. She hates to fly. (take a plane? travel by bus or train?)
- 5. Mr. Chu is out of town on business. He needs to contact his assistant right away. (call her on the phone or e-mail her? wait until she calls him?)
- 6. Gina loves to run, but right now she has sore knees and a sore ankle. (run in the marathon race this week? skip the race?)

☐ EXERCISE 10. Sureness about the future. (Chart 3-4)

Directions: First the teacher will find out some information from Speaker A, and then ask Speaker B a question. Speaker B will answer using **may** or **maybe** if s/he's simply guessing or **probably** if s/he's fairly sure. Only the teacher's book is open.

Example:

TEACHER (book open): Who's going to visit an interesting place in this city soon?

SPEAKER A (book closed): (Speaker A raises his/her hand.) I am.

TEACHER (book open): Where are you going to go?

SPEAKER A (book closed): To the zoo.

TEACHER (book open): (Speaker B), how is (Speaker A) going to get to the zoo?

SPEAKER B (book closed): I have no idea. He may walk, or he may take a bus. Maybe he'll

ride his bike. OR Well, it's pretty far from here, so he'll probably

take a bus.

1. Who's going to visit an interesting place soon?

Where are you going to go?

Question to Speaker B: How is (Speaker A) going to get to (name of place)?

2. Who is going to stay home tonight?

Question to Speaker B: What is (Speaker A) going to do at home tonight?

- 3. Who's going to go out this evening?

 Question to Speaker B: What is (Speaker A) going to do this evening?
- 4. Who's going to take a trip soon?
 Where are you going?
 Question to Speaker B: How is (Speaker A) going to get to (name of place)?
- 5. (Speaker A), please tell us three things you would like to do this weekend. Question to Speaker B: What is (Speaker A) going to do this weekend?

☐ EXERCISE 11. Sureness about the future. (Chart 3-4)

Directions: Answer the questions using will, be going to, or may. Include probably or maybe as appropriate. Work in pairs or as a class.

Example: What will you do after class tomorrow?

- → I'll probably go back to my apartment. OR I'm not sure. I may go to the bookstore.
- 1. Will you be in class tomorrow?
- 2. Will (...) be in class tomorrow?
- 3. Is (...) going to be in class a month from now?
- 4. What will the weather be like tomorrow?
- 5. Will the sun rise tomorrow morning?
- 6. Is (. . .) going to sit in the same seat in class again tomorrow?

(Switch roles if working in pairs.)

- 7. What are you going to do after class tomorrow?
- 8. What is (...) going to do after class tomorrow?
- 9. Will we (do a particular activity) in class tomorrow?
- 10. Who will be the next (head of state in this country)?
- 11. How will the Internet change students' lives?
- 12. How will the Internet change everyone's life?

\square EXERCISE 12. Activity: using WILL, BE GOING TO, and MAY. (Charts 3-1 \rightarrow 3-4)

Directions: In groups or as a class, use the given topics to discuss the future. The topics can also be used for writing practice.

- 1. Clothes: Will clothing styles change much in the next 10 years? The next 100 years? What kind of clothing will people wear in the year 3000?
- 2. Education: Will computers replace teachers?
- 3. Communications: Will computers take the place of telephones? Will we be able to see the people we're talking to?
- 4. Space: Will we discover other forms of life in the universe? Will humans colonize other planets someday?
- 5. Environment: What will the earth's environment—its water, air, and land—be like in 100 years? Will we still have rainforests? Will animals live in the wild? Will the sea still be a plentiful source of food for humans?
- 6. Music: Will any of today's popular music still be popular 50 years from now? Which songs or singers will last?
- 7. Transportation: Will we still use fossil fuels to power automobiles by the end of this century? Will most automobiles use electric motors in the future? Will cars use other sources of power?
- 8. Science: How will genetic engineering affect our food supply in the future?

3-5 BE GOING TO vs. WILL	
(a) She is going to succeed because she works hard.(b) She will succeed because she works hard.	Be going to and will mean the same when they are used to make predictions about the future. (a) and (b) have the same meaning.
(c) I bought some wood because I <i>am going to build</i> a bookcase for my apartment.	Be going to (but not will) is used to express a prior plan (i.e., a plan made before the moment of speaking). In (c): The speaker plans to build a bookcase.
(d) This chair is too heavy for you to carry alone. I'll help you.	Will (but not be going to) is used to express a decision the speaker makes at the moment of speaking. In (d): The speaker decides to help at the immediate present moment; he did not have a prior plan or intention to help.

\square EXERCISE 13. BE GOING TO vs. WILL. (Charts 3-1 \rightarrow 3-5)

Directions: Discuss the italicized verbs in the following dialogues. Are the speakers expressing

- (1) plans they made **before** the moment of speaking, or
- (2) decisions they are making at the moment of speaking?
- 1. A: Did you return Pam's phone call?
 - B: No, I forgot. Thanks for reminding me. I'll call her right away.
 - → Speaker B makes the decision at the moment of speaking.
- 2. A: I'm going to call Martha later this evening. Do you want to talk to her too?
 - B: No, I don't think so.
- 3. A: Jack is in town for a few days.
 - B: Really? Great! I'll give him a call. Is he staying at his Aunt Rosa's?
- 4. A: Alex is in town for a few days.
 - B: I know. He called me yesterday. We're going to get together for a drink after I get off work tonight.
- 5. A: Are you leaving?
 - B: Yes. I'm going to go for a short walk. I need some fresh air.
 - A: I'll join you.
 - B: Great! Where should we go?
- 6. A: I'm going to take Mohammed to the airport tomorrow morning. Do you want to come along?
 - B: Sure.
- 7. A: We're going to go to Uncle Jacob's over the holiday. Do you want to come with us?
 - B: Gee, I don't know. I'll think about it. When do you need to know?
- 8. A: Children, I have a very special job to do, and I need some help. I'm going to feed Mr. Whiskers, the rabbit. Who would like to help me?
 - B: Me!
 - C: I will!
 - D: Me! Me! I will!
 - E: I will! I will!

\square EXERCISE 14. BE GOING TO vs. WILL. (Charls 3-1 \rightarrow 3-5) Directions: Complete the sentences with **be going to** or **will**.

1.	A:	Why did you buy this flo	ur?
	B:	I 'm going to m	nake some bread.
2.	A:	Could someone get me a	glass of water?
	B:	Certainly. I 1	get you one. Would you like some ice in it?
3.	A:	Are you going to go to th	ne post office soon?
	B:	Yes. Why?	
	A:	I need to send this letter	today.
	B:	I n	nail it for you.
	A:	Thanks.	
4.	A:	Why are you carrying tha	at box?
	B:	I m	nail it to my sister. I'm on my way to the post office.
5.	A:	Could someone please of	pen the window?
	B:	I d	o it.
		Thanks.	
6:	A:	What are your vacation p	plans?
	B:	We	spend two weeks on a Greek island.
7.	A:	I have a note for Joe fron	n Rachel. I don't know what to do with it.
	B:	Let me have it. I	give it to him. He's in my algebra class.
	A:	Thanks. But you have to	promise not to read it.
8.	A:	Did you know that Sara	and I are moving? We found a great apartment on
		45th Street.	
	B:	That's terrific. I	help you on moving day if you like.
	A:	Hey, great! We'd really a	ppreciate that.
9.	A:	Do you have a car?	
	B:	Yes, but I	sell it. I don't need it now that I live in the city.
١٥.	A:	Do you want to walk to	the meeting together?
	B:	Okay. I	meet you by the elevator. Okay?
		Okay. I	

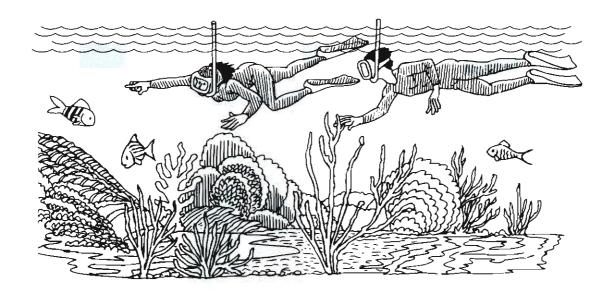
EXPRESSING THE FUTURE IN TIME CLAUSES AND 3-6

(b)	Before I go to class tomorrow, I'm going to eat breakfast. I'm going to eat breakfast before I go to class tomorrow.	In (a) and (b): before I go to class tomorrow is a future time clause. before after when as soon as until while The content of the clause
	Before I go home tonight, I'm going to stop at the market.	The simple present is used in a future time clause. Will and be going to are NOT used in a future time
	I'm going to eat dinner at 6:00 tonight. After I eat dinner, I'm going to study in my room.	clause. INGORRECT: Before I will go to class, I'm going to eat breakfast.
(e)	I'll give Rita your message when I see her.	INCORRECT: Before I am going to go to class tomorrow, I'm going to eat breakfast.
	It's raining right now. As soon as the rain stops, I'm going to walk downtown.	All of the example sentences, (c) through (h), contain future time clauses.
(g)	I'll stay home until the rain stops.	
(h)	While you're at school tomorrow, I'll be at work.	
	Maybe it will rain tomorrow. If it rains tomorrow, I'm going to stay home.	In (i): If it rains tomorrow is an if-clause. if + subject and verb = an if-clause When the meaning is future, the simple present (not will or be going to) is used in an if-clause.

■ EXERCISE 15. Future time clauses and IF-clauses. (Chart 3-6)

Directions: Underline the time clauses and correct any errors in verb use.

- 1. Before I 'm going to return to my country next year, I'm going to finish my graduate degree in computer science.
- 2. The boss will review your work after she will return from vacation next week.
- 3. I'll give you a call on my cell phone as soon as my plane will land.
- 4. I don't especially like my current job, but I'm going to stay with this company until I will find something better.
- 5. I need to know what time the meeting starts. Please be sure to call me as soon as you will find out anything about it.



- 6. When you will be in Australia next month, are you going to go snorkeling at the Great Barrier Reef?
- 7. If it won't be cold tomorrow, we'll go to the beach. If it will be cold tomorrow, we'll go to a movie.

D	CISE 16. Future time clauses and IF-clauses. (Chart 3 Directions: Use the given verbs to complete the sentences. G sentences.	
1	1. take/read	
	I <u>"Il read</u> the textbook before I <u>take</u> the	final exam next month.
2	2. return/call	
	Mr. Lee his wife as soon as he	to the
	hotel tonight.	
3	3. come/be, not	
	I home tomorrow when the painted	ers to
	paint my apartment. Someone else will have to let them	in.
	4. preparelgo	
	Before I to my job interview tomo	orrow, I

a list of questions I want to ask about the company.

5.	visit/take
	When Sandra us this coming weekend, we
	her to our favorite seafood restaurant.
6.	stay/call
	I*
7.	miss/come, not
	If Adam to work tomorrow morning, he a
	very important meeting.
8.	get/be/eat
	If Barbara home on time tonight, we
	dinner at 6:30. If she late, dinner late.
Spe <i>Exa</i>	aker A: Give the cue as written in the text. Your book is open. aker B: Use the cue to create a sentence with an <i>if</i> -clause. Your book is closed. mple: AKER A: Maybe you'll go downtown tomorrow.
SPEA	KER B: If I go downtown tomorrow, I'm going to buy some new clothes/go to the post office/etc.
1.	Maybe you'll have some free time tomorrow.
2.	Maybe it'll rain tomorrow.
3.	Maybe it won't rain tomorrow.
4.	Maybe the teacher will be absent tomorrow.
Swit	ch roles.
5.	Maybe you'll be tired tonight.
6.	Maybe you won't be tired tonight.
7.	Maybe it'll be nice tomorrow.
8.	Maybe we won't have class tomorrow.

^{*}Time clauses beginning with until usually follow the main clause.
Usual: I'm going to stay by the phone until Rosa calls.

Possible but less usual: Until Rosa calls, I'm going to stay by the phone.

☐ EXERCISE 18. Future time clauses with BEFORE and AFTER. (Chart 3-6)

Directions: Each item consists of two actions. Decide which action you want to do first. Use **before** or **after** to say what you intend to do. Then perform the actions. Work in pairs, groups, or as a class. Pay special attention to the verb in the time clause.

- 1. touch your ear / close your grammar book
 - → I'm going to close my grammar book before/after I touch my ear. OR Before/After I close my grammar book, I'm going to touch my ear.
- 2. raise your hand, touch your foot
- 3. sit down, stand up
- 4. clap your hands, slap your knee
- 5. shake hands with (...), shake hands with (...)
- 6. scratch your chin, pick up your pen
- 7. Think of other actions to perform.

☐ EXERCISE 19. Future time clauses with UNTIL and AS SOON AS. (Chart 3-6)

Directions: Listen to the directions; state what you're going to do; then perform the actions. Work as a class with the teacher as the leader or in groups with one student designated as leader. Only the leader's book is open; everyone else has a closed book.

Example: (Student A), stand up until (Student B) stands up. Then sit down.

(Student A), please tell us what you're going to do.

(Student B), please tell us what (Student A) is going to do.

(Student C), please tell us what (Student A) is going to do until (Student B) stands up.

LEADER: Ali, I'd like you to stand up until Kim stands up, and then sit down.

Ali, please tell us what you're going to do.

ALJ: I'm going to stand up until Kim stands up. Then I'm going to sit down.

LEADER: Kim, please tell us what Ali is going to do.

KIM: He's going to stand up until I stand up. Then he's going to sit down.

LEADER: Maria, tell us what Ali is going to do as soon as Kim stands up.

MARIA: As soon as Kim stands up, Ali is going to sit down.

Students A and B then perform the actions.

1. (Student A), sit at your desk **until** (Student B) knocks on the door. Then get up and walk to the door.

(Student A), please tell us what you're going to do.

(Student B), please tell us what (Student A) is going to do.

(Student C), please tell us what (Student A) is going to do as soon as (Student B) knocks on the door.

2. (Student A), hold your breath until (Student B) snaps his/her fingers. Then breathe again.

(Student A), please tell us what you're going to do.

(Student B), please tell us what (Student A) is going to do.

(Student C), please tell us what (Student A) is going to do as soon as (Student B) snaps his/her fingers.

(Si	udent B), please tell us	what you're going to do. what (Student A) is going to do. what (Student A) is going to do as soon as (Student B)
Direction		causes and IF-clauses. (Chapters $1 \rightarrow 3$) ences by using a form of the words in parentheses. Read
1. a.	Before Tom (go)his teeth.	goes to bed, he always (brush)
b.	Before Tom (go)	to bed later tonight, he (e-mail)
c.		to bed last night, he (take)
d.		a shower last night, the phone (ring)
e.		(ring) last night, Tom (jump)
f.	As soon as Tom (get)	out of the shower to answer it. up tomorrow morning, he (brush)
g.	Tom always (brush)	his teeth as soon as he (get)
2. a.	After I (get)(drink)	home from work every afternoon, I usually
b.		home from work tomorrow afternoon, I (drink)
c.		any tea until I (get)
d.		home from work yesterday, I (drink)
e.	While I (drink)	a cup of tea yesterday afternoon, over, so I (offer)
<i>-</i>	her a cup of tea too.	
f.		ne), I (make)

3. (Student A), clap your hands until (Student B) bows. Then stop clapping your hands.

EXERCISE 21. Writing about the past and the future. (Chapters 2 and 3)

Directions: Write two paragraphs. Show the time relationships by using words such as before, after, when, while, as soon as, next, then, later, after that.

Paragraph 1: a detailed description of your day yesterday. Paragraph 2: a detailed description of your day tomorrow.

3-7 USING THE PRESENT PROGRESSIVE TO EXPRESS **FUTURE TIME** (a) Tom is going to come to the party tomorrow. The present progressive can be used to express future time. Each pair of example sentences has (b) Tom is coming to the party tomorrow. the same meaning. (c) We're going to go to a movie tonight. The present progressive describes definite plans for (d) We're going to a movie tonight. the future, plans that were made before the moment of (e) I'm going to stay home this evening. speaking. (f) I'm staying home this evening. A future meaning for the present progressive is (g) Ann is going to fly to Chicago next week. indicated either by future time words (e.g., (h) Ann is flying to Chicago next week. tomorrow) or by the situation.* (i) You're going to laugh when you hear this joke. The present progressive is NOT used for predictions (j) INCORRECT: You're laughing when you hear this joke. about the future. In (i): The speaker is predicting a future event. In (i): The present progressive is not possible; laughing is a prediction, not a planned future event.

*COMPARE: Present situation: Look! Mary's coming. Do you see her? Future situation: Are you planning to come to the party? Mary's coming. So is Alex.

	EXERCISE 22.	Using the present	progressive to	express future time.	(Chart 3-7)
_	ELITOIOE EE.	coming mic processing	progression	CAPICOO IGIGIO IIIIIO	(Circuit o)

Directions: Complete the dialogues with any of the following verbs that make sense. Use the present progressive if possible. Discuss whether the present progressive expresses present or future time.

cut	go	spend
do	leave	stay
drive	meet	take
fly	meet	tare

. A:	What	ave.	_ you	doing	_ tomor	row afternoon?
В:	I	am going	_ to the m	all.		
A:	Why?					
B:	I	am going	_ shopping	; for some new	clothes.	How about you?
	What _		you		tomor	row afternoon?
A:	1		_ to a mov	ie with Tom. A	After the	movie, we
	_		out to dim	ner. Would you	u like to	meet us for dinner?

1

	B:	No, thanks. I can't. I			Heidi at 6:	30 at the new
		seafood restaurant on Fifth	Street.			
2.	A:	What courses	3	ou	th	is year?
	B:	Ι	English,	biology, math,	and psychol	ogy.
	A:	What courses	3	ou	ne	ext year?
	B:	I	English	literature, chem	istry, calcul	us, and history.
	A:	That should keep you busy!				
3.	A:	Ι	on	vacation tomor	row.	
	B:	Where	you		?	
	A:	To San Francisco.				
	B:	How are getting there?		you _		or
		your o	ar?			
	A:	I	I	have to be at th	e airport by	seven tomorrow
		morning.				
	B:	Do you need a ride to the a	irport?			
	A:	No, thanks. I		a taxi. Are	you plannir	ng to go
		somewhere over vacation?				
	B:	No. I		_ here.		
4.	A:	Stop! Annie! What		you		
	B:	I	my	hair, Mom.		
	Δ.	Oh dear!				



	5. A: Y	ou haven't seen my passport, have yo	u?	
	B: N	No. Why?		
	A: I	need it because I	for Taipei next Monday.	
	B: C	h? How long will you be there?		
	A: A	week. I	the first few days with my brothe	er, who
	_	to school there.	After that I	_ some
	o	ld friends I went to school with in Au	stralia several years ago. They've invi	ited me
	to	be their house guest.		
	B: S	ounds like a great trip. Hope you fin	d your passport.	
☐ EXER		Using the present progressive to s: Pair up with a classmate. Tell each ive.)
	SPEAKER	What are your plans for this evening A: I'm staying home. How about your B: I'm going to a cybercafe to send such that are your conversation Club. I'm meeting to be a cybercafe to send such that are your plans for this evening to be a cybercafe to send such that are your plans for this evening that are your plans for this evening that are your plans for this evening at the cybercafe to send that are your plans for this evening at the cybercafe to send that are your plans for this evening at the cybercafe to send the cybercafe the cybercafe to send the cybercafe the cybercafe to send the cybercafe	u? ome e-mails. Then I'm going to the l	English
	 for for for 	your plans the rest of today? tomorrow or the next day? this coming weekend? the rest of this month?		
☐ EXER	Directions there this	Writing: using the present progress: Think of a place you would like to s weekend. You have already made all ribe your trip. Use the present progre	visit. Pretend you are going to take a of your plans. Write a paragraph in	trip
	Example:	I don't know anything about countr	isella and I are taking a trip. We're go country music and wants to go to som y music, but I'm looking forward to g rnoon as soon as Gisella gets off work	ne shows. going to
	D '77			

Possible questions to answer in your paragraph:

- 1. Where are you going?
- 2. When are you leaving?
- 3. Are you traveling alone?
- 4. How are you getting there?
- 5. Where are you staying?
- 6. Are you visiting anyone? Who?
- 7. How long are you staying there?
- 8. When are you getting back?

3-8 USING THE SIMPLE PRES FUTURE TIME	SENT TO EXPRESS
 (a) My plane arrives at 7:35 tomorrow evening. (b) Tom's new job starts next week. (c) The semester ends in two more weeks. (d) There is a meeting at ten tomorrow morning. 	The simple present can express future time when events are on a definite schedule or timetable. Only a few verbs are used in the simple present to express future time. The most common are arrive, leave, start, begin, end, finish, open, close, be.
(e) INCORRECT: I wear my new suit to the wedding next week. CORRECT: I am wearing/am going to wear my new suit to the wedding next week.	Most verbs cannot be used in the simple present to express future time. For example, in (e): The verb wear does not express an event on a schedule or timetable. It cannot be used in the simple present to express future time.

		sent verb forms to express future time. (Charts 3-7 and 3-8) correct possible completions and cross out those that are incorrect.
1	l. The concert	at eight tonight.
	(a.) begins	(b.) is beginning/is going to begin
2	2. I seafoo	d pasta for dinner tonight.
	a. make	b) am making/am going to make
3	3. I to scho	ool tomorrow morning. I need the exercise.
	a. walk	b. am walking/am going to walk
4	1. The bus	at 8:15 tomorrow morning.
	a. leaves	b. is leaving/is going to leave
5	5. I the ch	ampionship game on TV at Jim's house tomorrow.
	a. watch	b. am watching/am going to watch
6	6. The game	at one tomorrow afternoon.
	a. starts	b. is starting/is going to start
7	7. Alex's plane	at 10:14 tomorrow morning.
	a. arrives	b. is arriving/is going to arrive
8	3. I can't pick him	up tomorrow, so he the airport bus into the city.
	a. takes	b. is taking/is going to take

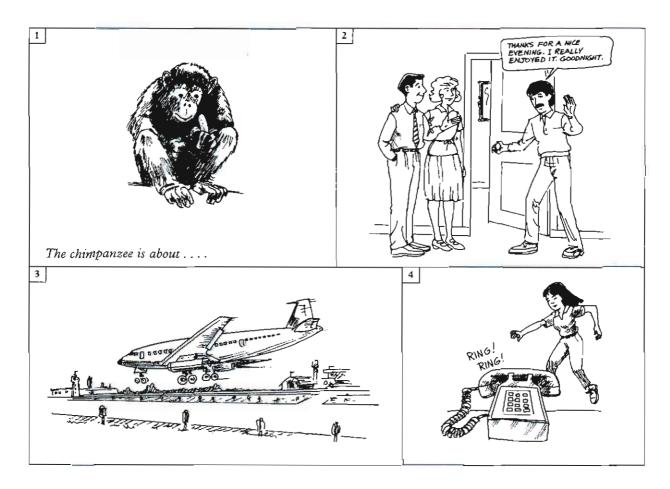
3-9 IMMEDIATE FUTURE: USING BE ABOUT TO

- (a) Ann's bags are packed, and she is wearing her coat. She is about to leave for the airport.
- (b) Shhh. The movie is about to begin.

The idiom "be about to do something" expresses an activity that will happen in the immediate future, usually within minutes or seconds. In (a): Ann is going to leave sometime in the next few minutes.

☐ EXERCISE 26. Using BE ABOUT TO. (Chart 3-9)

Directions: Describe the actions that are about to happen in the pictures. Use be about to.



☐ EXERCISE 27. Using BE ABOUT TO. (Chart 3-9)

Directions: What are the following people probably about to do? Create pictures of them in your imagination.

- 1. Jack is holding his camera to his eye. He has his finger on the button.
 - → He's about to take a picture.
- 2. The door is closed. Sally has her hand on the doorknob.
- 3. Eric is on the last question of the examination.

4. Nancy has dirty hands from working in the garden. She is holding a bar of soap. She is standing at the bathroom sink.

5. Ben is putting on his coat and heading for the door.

6. Rita is holding a fly swatter and staring at a fly on the kitchen table.

 Mr. Tomko has just checked to make sure the doors are locked and turned off the lights in the living room. He's heading toward the bedroom.



■ EXERCISE 28. Using BE ABOUT TO. (Chart 3-9)

Directions: Think of an action to perform. Don't reveal what it is. Get ready to do it, but just before you perform the action, ask the class to describe what you are about to do. Perform with a partner if you wish.

Examples: (. . .) walks to the chalkboard and picks up the eraser. The class guesses correctly that he is about to erase the board.

(. . .) and (. . .) hold out their hands to each other. They are about to shake hands.

Suggestions for actions to prepare to perform:

- 1. stand up
- 2. open the door
- 3. close the window
- 4. pick up your pen
- 5. close your book
- 6. etc.

■ EXERCISE 29. Preview: parallel verbs. (Chart 3-10)

Directions: Correct the errors.

- 1. Fifteen years from now, my wife and I will retire and travel ing all over the world.
- 2. I opened the door and invite my friend to come in.
- 3. If I feel tense, I close my eyes and thinking about nothing at all.
- 4. Pete is in the other room. He's listening to music and study for his chemistry exam.
- 5. It's hot in here. I'm going to open the window and turning on the fan.

3-10 PARALLEL VERBS				
v and v (a) Jim makes his bed and cleans up his room every morning.	Often a subject has two verbs that are connected by and. We say that the two verbs are parallel: v + and + v makes and cleans = parallel verbs			
(b) Ann is cooking dinner and (is) talking on the phone at the same time. (c) I will stay home and (will) study tonight. (d) I am going to stay home and (am going to) study tonight.				
☐ EXERCISE 30. Parallel verbs. (Chart 3-10 Directions: Complete the sentences with	(1) the correct forms of the words in parentheses.			
1. When I (walk)walked	_ into the living room yesterday, Grandpa (read)			
a newspa	per and (smoke) his pipe.			
	ve) to New York and a job after she (graduate)			
3. Every day my neighbor (call) about the	me on the phone and (complain) ne weather.			
4. Look at Erin! She (cry) same time. I wonder if she is happy	and (laugh) at the y or sad?			
	After I (get) home, I (take)			
6. Yesterday my dog (dig) and (bury) 7. I'm tired of this cold weather. As s	_ a bone.			

_____, I (play) _____

9.	When I first (arrive,	in the	nis city and (start)	
	going to school here	, I knew no one. I was lone	ely and felt that I didn't l	nave a friend is
	the world.			
	One day while	I (watch)	TV alone	in my room
		sorry for i		
	my classes (knock)	on my	door and (ask)	
	me if I wanted to ac	company her to the student	t center. That was the be	eginning of my
	friendship with Lisa	King.		
	Now we (see)	each o	other every day and usual	lly (spend)
		time talking on the phone	e, too. Later this week w	e (borrow)
		her brother's car and (.go)	to visit her
	aunt in the country.	Next week we (take)		a bus to
		to a fo		
	friendship.			
		forms. (Chapters $1 \rightarrow 3$		
		sentences with the correct		
1	-	<u>de</u> my bicycle to work		
		when I left my hous		
		_ the bus. After I (arrive)		
	(discover)	that I had	left my briefcase at hom	e.
2	. A: Are you going to	take the kids to the amuse	ment park tomorrow mo	rning?
	B: Yes. It (open) _	at 10:	00. If we <i>(leave)</i>	
	here at 9:30, we	ll get there at 9:55. The ki	ds can be the first ones in	n the park.
3	. A: Ouch!			
	B: What happened			
		my finger.		
		!		
	A: I know!	·		
		it I (not)	some ant	ribiotic and a
	bandage.	it. I (get)	Some and	TOTOTIC ATTC A
	A: Thanks.			
	A: I Hanks.			

4.	A:	I (go) to a lecture on Shakespeare tomorrow evening.
		Want to join me?
	B:	Nah. Brian and I (go) to a movie—Godzilla Eats the
		Earth.
5	Δ.	Your phone (ring)
٦.		
		I (know)
		(you, answer) it?
		No.
		(you, want) me to get it?
		No thanks.
		Why (you, want, not) to answer your phone?
	D:	I (expect) another call from the bill collector. I
	Λ	have a bunch of bills I haven't paid. I (want, not) to talk to her.
		Oh.
6.	A:	What (you, wear) to Eric's wedding
		tomorrow?
	B:	My blue dress, I guess. How about you?
	A:	I (plan) to wear my new outfit. I (buy)
		it just a few days ago. It (be) a yellow suit
		with a white blouse. Just a minute. I (show) it to you.
		Wait right here. I (get) it from my closet and (bring)
		it out.
7.	A:	Look! There (be) a police car behind us. Its lights (flash)
	B:	I (know)! I (know)! I (see)
		it.
	A:	What (go) on? (you, speed) ?
		No, I'm not. I (drive) the speed limit.
		Ah, look. The police car (pass) us.
		Whew!
0		
8.	A:	(the sun, keep) burning forever, or (it, burn,
	ъ	eventually) itself out?
	B:	It (burn, eventually) itself out, but
		that (happen, not) for billions of years.

	9. Sometime in the next twenty-five
	years, a spaceship with a human
	crew (land)
	on Mars. I (think)
	they (find)
	evidence of some kind of life forms
	there, but I (expect, not)
	them to encounter sentient beings.
	Someday, however, I (believe)
	that humans (make) contact with other intelligent beings in the
	universe.
□ EYED	CISE 32. Review: verb forms. (Chapters $1 \rightarrow 3$)
L LALK	Directions: Complete the sentences with a form of the verb in parentheses.
	(1) Three hundred and fifty years ago, people (make) make their own
	clothes. They (have, not) machines for making clothes.
	There (be, not) any clothing factories. People (wear)
	homemade clothes that were sewn by hand.
	(2) Today, very few people (make) their own clothes. Clothing
	(come) ready-made from factories. People (buy)
	almost all their clothes from stores.
	(3) The modern clothing industry (be) international. As a
	result, people from different countries often (wear) similar clothes.
	For example, people in many different countries throughout the world (wear)
	jeans and T-shirts.
	(4) However, some regional differences in clothing still (exist)
	For instance, people of the Arabian deserts (wear) loose, flowing
	robes to protect themselves from the heat of the sun. In parts of northern Europe, fur hat
	(be) common in the winter.
	(5) In the future, there (be, probably) fewer and
	fewer differences in clothing. People throughout the world (wear)
	clothes from the same factories. (we all, dress) alik
	in the future? TV shows and movies about the future often (show)
	everybody in a uniform of some kind. What (you, think)

EXERCISE 33. Error analysis: summary review of present, past, and future time. (Chapters 1 → 3)

Directions: Correct the errors.

- 1. I used to kick ed my sister's legs.
- 2. We had a test last week, and I past it.
- 3. I not like the food in the United State.
- 4. I use to get up at noon, but now I have to be at work by eight.
- 5. I study hardly every day, but my english is not be improve.
- 6. Everyone enjoy these English classes.
- 7. At the picnic, we sang songs and talk to each other.
- 8. I learn the english in my school in hong Kong before I come here.
- 9. I like to travel. I gonna go to new and interesting places all my life.
- 10. Now I study at this school and I living with my cousin. I am always meet my friends in the cafeteria and we talking about our classes.
- 11. When I wake up in the morning. I am turning on the radio. Before get up.
- 12. I am live with an American family. They are having four childrens.
- 13. When I was at the outdoor market, I pointed at the chicken I wanted to buy. The man was taking it from a wooden cage and kill it without mercy.
- 14. Every day I wake up when the birds begin to sing. If the weather not to be cloudy, I am seeing a beautiful sunrise from my bed.
- 15. My husband and children they are going to join me after I will finish my English course.

EXERCISE 34.	Error analysis:	summary	review o	f present,	past,	and	future	time.
	(Chapters 1 -	3)			0			

Directions: Rewrite the paragraphs. Correct any errors in grammar, spelling, or punctuation. If you wish, change the wording to improve the expression of the ideas.

- I want to tell you about Oscar. He my cousin. He comes here four years ago. Before
 he came here, he study statistics in Chile. When he leaves Chile to come here. He
 came with four friends. They were studying English in Ohio. Then he went to New
 york stayed there for three years. He graduated from New York University. Now he
 study at this school. After he finish his Master's degree, he return to Chile.
- 2. Long ago in a faraway place, a lonely man move into a new neighborhood. His first project is his new garden. He begun to work on it right away. He wanting to make a perfect garden. One day some friendly neighbors and their children visitted the man in his garden and helpped him with the work. They planting flowers and build a small bridge across a little stream. All of them were very happy during they were building the bridge and work on the garden. The man was especially happy because he's no longer lonely. While the adults working, some of their children plaied with a ball in the garden while they were play, one of them step on a flower. Suddenly the man was getting very angry and tell everyone to leave. All the neighbors leaved and go back to their own homes. After that, the man builded a wall around his garden and lock the gate. For the rest of his life, the man sat alone in his garden every evening and crying.

Directions: Complete the sentences with the correct forms of the words in parentheses.

A: Okay, let's all open our fortune cookies.

B: What (yours, say)

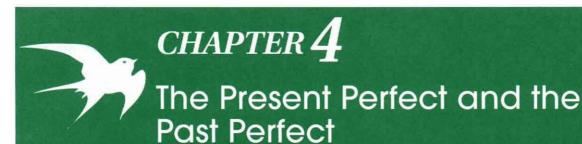


A:	Mine says, "An une	expected gift (add)		to your pleasure.'
	• •		2	
	Great! (you, plan)		1	to give me a gift soon?
		^		•

B:	Not that I know of. Mine says, "Your trust in	a friend (prove)	
	• •	-	4
	well-founded." Good. I (like)	having trustworth	y friends.
C:	This one says, "A smile (overcome)	6	_ a language
	barrier." Well, that's good! After this, when I	(understand, not)	
	the state of the s		7
	people who (speak)8	English to me, I (smile,	just)
	at them!		
	9		
D:	My fortune is this: "Your determination (make	10	you
	succeed in everything."		
A:	Well, it (look) like all of	us (have)	
	good luck in the future!		

☐ EXERCISE 36. Future time. (Chapter 3)

Directions: Do you believe that some people are able to predict the future? Pretend that you have the ability to see into the future. Choose several people you know (classmates, teachers, family members, friends) and tell them in writing about their future lives. Discuss such topics as jobs, contributions to humankind, marriage, children, fame, and exciting adventures. With your words, paint interesting and fun pictures of their future lives.



CONTENTS Past participle 4-14-6 Present perfect progressive Present perfect progressive vs. present 4-2 Forms of the present perfect 4-7 4-3 Meanings of the present perfect perfect 4-4 Simple past vs. present perfect 4-8 Using already, yet, still, and anymore 4-5 Using since and for 4-9 Past perfect

EXERCISE	 Review 	and preview	w: presen	and pas	t verbs.	(Chapters	1, 2,	and 4	1)

Directions: Complete the sentences with the words in parentheses. Some of the completions review verb tenses studied in Chapters 1 and 2. Some of them preview verb tenses that will be studied in this chapter: the present perfect and the past perfect. Discuss the form and meaning of the new tenses.

There may be more than one possible correct completion.

My name (be)	Surasuk Jutukanyaprateep. I (be) from
Thailand. Right now I (st	udy) English at this school. I (be)
4	at this school since the beginning of January. I (arrive)
	here January 2, and my classes (begin)
5	6
January 6.	
Since I (come)	here, I (do) 8
many things, and I (meet)	many people. Last week, I (go)
10	to a party at my friend's house. I (meet)
some of the other students	s from Thailand at the party. Of course, we (speak)
Tha	i, so I (practice, not) my English
that night. There (be)	only people from Thailand at the party.

However, since I (come)	her	e, I (meet)
	15	16
a lot of other people, too. I (meet)	17	people from Latin America,
Africa, the Middle East, and Asia.	I enjoy meeting people	e from other countries. Before I
came here, I (meet, never)	18	anyone from the Ukraine
or Bolivia. Now I (know)	people f	rom both these places, and they
(become)	my friends.	

4-1 PAS	ST PAR	TICIPLE		
	SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE	The past participle is one of the principal parts of a verb. (See Chart 2-6, p. 32.)
REGULAR VERBS	finish stop wait	finished stopped waited	finished stopped waited	The past participle is used in the PRESENT PERFECT tense and the PAST PERFECT tense.* The past participle of regular verbs is the same as the simple past form: both end in -ed.
IRREGULAR VERBS	see make put	saw made put	seen made put	See Chart 2-7, p. 33, for a list of irregular verbs.

^{*}The past participle is also used in the passive. See Chapter 10.

☐ EXERCISE 2. Past participle. (Chart 4-1) Directions: Write the past participle.

	SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE		SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE
1.	finish	finished	finished	11.	come	came	
2.	see	saw	seen	12.	study	studied	
3.	go	went		13.	stay	stayed	
4.	have	had		14.	begin	began	
5.	meet	met		15.	start	started	c
6.	call	called		16.	write	wrote	
7.	fall	fell		17.	eat	ate	
8.	do	did		18.	cut	cut	
9.	know	knew		19.	read	read	
10.	fly	flew		20.	be	was/were	

4-2 FORMS OF THE PRESI	ENT PERFECT
 (a) I have finished my work. (b) The students have finished Chapter 3. (c) Jim has eaten lunch. 	STATEMENT: have/has + past participle
 (d) I've/You've/We've/They've eaten lunch. (e) She's/He's eaten lunch. (f) It's been cold for the last three days. 	contraction pronoun + have = 've pronoun + has = 's*
 (g) I have not (haven't) finished my work. (h) Ann has not (hasn't) eaten lunch. 	NEGATIVE: have/has + not + past participle NEGATIVE CONTRACTION have + not = haven't has + not = hasn't
 (i) Have you finished your work? (j) Has Jim eaten lunch? (k) How long have you lived here? 	QUESTION: have/has + subject + past participle
 (I) A: Have you seen that movie? B: Yes, I have. OR No, I haven't. (m) A: Has Jim eaten lunch? B: Yes, he has. OR No, he hasn't. 	SHORT ANSWER: have/haven't or has/hasn't Note: The helping verb in the short answer is not contracted with the pronoun. INCORRECT: Yes, I've. OR Yes, he's.

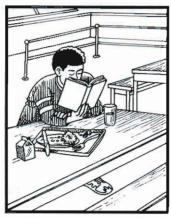
*COMPARE: It's cold today. [It's = It is: It is cold today.] It's been cold since December. [It's = It has: It has been cold since December.]

☐ EXERCISE 3. Forms of the present perfect. (Chart 4-2)

Directions: Complete the dialogues with the words in parentheses. Use the present perfect.

1. A	: (you, eat, ever) Have	e you ever eaten	seaweed?	
В	: No, I <u>haven't</u>	I (eat, never)'ve_v	ever eaten	seaweed.
2. A	: (you, stay, ever)		at a big ho	tel?
В	: Yes, Ilots of times.	I (stay)	at a	big hotel
3. A	: (you, meet, ever)		a movie s	tar?
	: No, Ia movie star.	I (meet, never)		
4. A	: (Tom, visit, ever)		you at yo	ur house?
В	: Yes, he of times.	He (visit)		me lots
5. A	: (Ann, be, ever)		in Mexico?	
В	: No, she	She (be, never)		in
	Mexico. She (be, not)		in any Spanish-spe	aking

4-3 MEANINGS OF THE PRESENT PERFECT

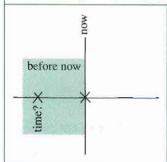


Jim has eaten lunch.



Ann hasn't eaten lunch.

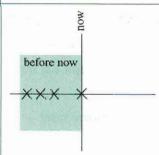
PRESENT PERFECT, MEANING #1: SOMETHING HAPPENED BEFORE NOW AT AN UNSPECIFIED TIME.



- (a) Jim has already eaten lunch.
- (b) Ann hasn't eaten lunch yet.
- (c) Have you ever eaten at that restaurant?

The PRESENT PERFECT expresses an activity or situation that occurred (or did not occur) before now, at some unspecified time in the past.

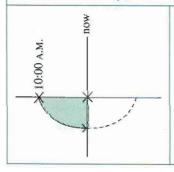
In (a): Jim's lunch occurred before the present time. The exact time is not mentioned; it is unimportant or unknown. For the speaker, the only important information is that Jim's lunch occurred in the past, sometime before now.



- (d) Pete has eaten at that restaurant many times.
- (e) I have eaten there twice.

An activity may be repeated two, several, or more times before now, at unspecified times in the past, as in (d) and (e).

PRESENT PERFECT, MEANING #2: A SITUATION BEGAN IN THE PAST AND CONTINUES TO THE PRESENT.



- (f) We've been in class since ten o'clock this morning.
- (g) I have known Ben for ten years. I met him ten years ago. I still know him today. We are friends.

When the present perfect is used with since or for, it expresses situations that began in the past and continue to the present.

In (f): Class started at ten. We are still in class now, at the moment of speaking. INCORRECT: We are in class since ten o'clock this morning.

EXERCISE 4. Present perfect. (Chart 4-3)

Directions: When speakers use the present perfect, they often contract have and has with nouns in everyday speech. Listen to your teacher say these sentences in normal contracted speech and practice saying them yourself. Discuss the meaning of the present perfect.

- 1. Bob has been in Montreal since last Tuesday. ("Bob's been in ")
- 2. Jane has been out of town for two days.
- 3. The weather has been warm since the beginning of April.
- 4. My parents have been active in politics for forty years.
- 5. Mike has already eaten breakfast.
- 6. My friends have moved into a new apartment.
- 7. My roommate has traveled a lot. She's visited many different countries.
- 8. My aunt and uncle have lived in the same house for twenty-five years.

4-4 SIMPLE PAST vs. PRESENT PERFECT In (a): I finished my work at a specific time in the SIMPLE PAST past (two hours ago). (a) I finished my work two hours ago. In (b): I finished my work at an unspecified time PRESENT PERFECT in the past (sometime before now). (b) I have already* finished my work. The SIMPLE PAST expresses an activity that SIMPLE PAST occurred at a specific time (or times) in the past, (c) I was in Europe last year/three years ago/in as in (a) and (c). 1999/in 1995 and 1999/when I was ten years old. The PRESENT PERFECT expresses an activity that PRESENT PERFECT occurred at an unspecified time (or times) in the (d) I have been in Europe many times/several times/a past, as in (b) and (d). couple of times/once/(no mention of time). In (e): In sentences where for is used in a time SIMPLE PAST expression, the simple past expresses an activity (e) Ann was in Miami for two weeks. that began and ended in the past. PRESENT PERFECT (f) Bob has been in Miami for two weeks/since In (f): In sentences with for or since, the present perfect expresses an activity that began in the past May first. and continues to the present.

EXERCISE 5. Simple past vs. present perfect. (Chart 4-4)

Directions: Discuss the meanings of the verb tenses.

- 1. All of the verbs in the following talk about past time, but the verb in (a) is different from the other three verbs. What is the difference?
 - (a) I have had several bicycles in my lifetime.
 - (b) I had a red bicycle when I was in elementary school.
 - (c) I had a blue bicycle when I was a teenager.
 - (d) I had a green bicycle when I lived and worked in Hong Kong.

^{*}For more information about already, see Chart 4-8, p. 102.

- 2. What are the differences in the ideas the verb tenses express?
 - (e) I had a wonderful bicycle last year.
 - (f) I've had many wonderful bicycles.
- 3. What are the differences in the ideas the verb tenses express?
 - (g) Ann had a red bike for two years.
 - (h) Sue has had a red bike for two years.
- 4. Who is still alive, and who is dead?
 - (i) In his lifetime, Uncle Alex had several red bicycles.
 - (j) In his lifetime, Grandpa has had several red bicycles.



■ EXERCISE 6. Simple past vs. present perfect. (Chart 4-4)

Directions: Look at the verb in italics. Is it simple past, or is it present perfect? Check the box that describes whether the verb expresses something that happened at a specified time in the past or at an unspecified time in the past.

	_		-
	SPECIFIED TIME IN THE PAST	UNSPECIFIED TIME IN THE PAST	
		\boxtimes	1. Ms. Parker has been in Tokyo many times. (→ present perfect)
	\boxtimes		2. Ms. Parker was in Tokyo last week. (→ simple past)
			3. I've met Ann's husband. He's a nice guy.
			4. I met Ann's husband at a party last week.
			5. Mr. White was in Rome three times last month.
			6. Mr. White has been in Rome many times.
			7. I like to travel. I've been in more than thirty foreign countries.
			8. I was in Morocco in 2001.
			9. Mary has never been in Morocco.
			10. Mary wasn't in Morocco when I was there in 2001.
☐ EXER	Direction		es. present perfect. (Chart 4-4) se sentences with the words in parentheses. Use the present perfect
	1. A: H	Have you ever b	peen in Europe?
	В: У	es, Ih	ave . I (be) <u>have been</u> in Europe several times.
	I	n fact, I (be)	in Europe last year.
	2. A: A	are you going t	o finish your work before you go to bed?
		<i>(finish, already</i> ny work two ho	*) <u>have already finished</u> it. I (finish) <u>finished</u> ours ago.

^{*}In informal spoken English, the simple past is sometimes used with already. Practice using the present perfect with already in this exercise.

	3. A	: Have you ever eaten at Al's Steak House?	
	В	3: Yes, I I (eat)	there many times.
		In fact, my wife and I (eat) there last n	ight.
	4. A	: Do you and Erica want to go to the movie at the Palace The	ater with us tonight?
	В	3: No thanks. We (see, already)	it. We
		(see) it last week.	
	5. A	When are you going to write your report for Mr. Goldberg?	
	В	3: I (write, already) i	t. I (write)
		it two days ago and gave it to him.	
	6. A	a: (Antonio, have, ever)	a job?
	В	3: Yes, he He (have)	lots of
		part-time jobs. Last summer he (have)uncle's waterbed store.	a job at his
	7. A	: This is a good book. Would you like to read it when I'm finis	shed?
	В	3: Thanks, but I (read, already)	it. I (read)
		it a couple of months ago.	
	8. A	: What European countries (you, visit)	?
		3: I (visit) Hungary, Germany,	
		(visit) Hungary in 1998. I (be) _	in
		Germany and Switzerland in 2001.	
□ EXER	Direct	8. Simple past vs. present perfect. (Chart 4-4) tions: Ask and answer questions, using the present perfect and to ker A: You are the questioner. Ask a question using the present	t perfect, and then
		immediately follow up with a related question that prom simple past. Ask two or three people the same question.	
	Work the le	simple past. Ask two or three people the same question. as a class with the teacher as Speaker A or in groups with one	-

- 1. What countries have you been in? When were you in . . . ?
- 2. What cities (in Canada, in the United States, etc.) have you been in? When were you in . . . ?
- 3. What are some of the things you have done since you came to (this city)? When did you . . .?
- 4. What are some of the things we've done in class since the beginning of the term? When did we
- 5. What are some of the most interesting or unusual things you have done in your lifetime?

When did you . . . ?

□ EXERCISE 9. Present perfect. (Charts 4-2 → 4-4)

Directions: Ask and answer questions using the present perfect. Work in pairs.

Speaker A: Use ever in the question. Ever comes between the subject (you) and the main verb.*

Speaker B: Give a short answer first and then a complete sentence answer.

many times Use lots of times several times a couple of times once in my lifetime in the complete sentence.

Example: be in Florida**

SPEAKER A: Have you ever been in Florida?

SPEAKER B: Yes, I have. I've been in Florida many times. OR

No, I haven't. I've never been in Florida.

1. be in Europe

2. be in Africa

3. be in Asia

4. eat Chinese food

5. eat Italian food

6. eat (a certain kind of) food

7. ride a horse

8. ride a motorcycle

9. ride an elephant

Switch roles.

10. be in (name of a city)

11. be in (name of a state/province)

12. be in love

13. play soccer

14. play chess

15. play a video game

16. walk to (a place in this city)

17. stay up all night

18. buy something on the Internet

^{*}In these questions, ever means in your lifetime, at any time(s) in your life before now.

^{**}When using the present perfect, a speaker might also use the idiom be to (a place): Have you ever been to Florida?

	EXERCISE	10.	Irregular verbs.	(Chart 2-5))
--	----------	-----	------------------	-------------	---

Directions: Write the simple past and the past participles. You will use these irregular verbs in the next exercise (Exercise 11).

1. see	SOW	seen
2. eat		
3. give		
4. fall		
5. take		
6. shake		
7. drive	4	
8. ride		
9. write		
10. bite		
11 hido		

\square EXERCISE 11. Practicing irregular verbs. (Charts 2-5 and 4-2 \rightarrow 4-4)

Directions: In order to practice using the past participles of irregular verbs, ask and answer questions that use the present perfect. Work in pairs, in groups, or as a class.

Speaker A: Ask a question beginning with "Have you ever . . . ?"

Speaker B: Answer the question, using the present perfect. Add another sentence about the topic if you wish.

Example: eat at the student cafeteria

SPEAKER A: Have you ever eaten at the student cafeteria?

SPEAKER B: Yes, I have. I've eaten there many times. In fact, I ate breakfast there this morning. OR No, I haven't. I usually eat all my meals at home.

- 1. take a course in chemistry
- 2. ride in a hot-air balloon
- 3. write a poem
- 4. give the teacher an apple
- 5. shake hands with (...)
- 6. bite into an apple that had a worm inside

(Switch roles if working in pairs.)

- 7. drive a semi (a very large truck)
- 8. eat raw fish
- 9. hide money under your mattress
- 10, fall down stairs
- 11. see the skeleton of a dinosaur







EXERCISE 12. Irregular verbs. (Chart 2-5)	
Directions: Write the simple past and the p	• • •
1. break	
2. speak	
3. steal	
4. get	11. drink
5. wear	12. sing
6. draw	13. swim
7. grow	14. go
EXERCISE 13. Practicing irregular verbs. (Directions: Ask questions beginning with	"Have you ever ?" and give answers. (Switch roles if working in pairs.)
 fly a private plane break your arm 	 get a package in the mail steal anything
3. draw a picture of a mountain	10. grow tomatoes
4. swim in the ocean	11. sing (name of a song)
5. speak to () on the phone	12. drink carrot juice
6. wear a costume to a party	13. throw a football 14. blow a whistle
EXERCISE 14. Irregular verbs. (Chart 2-5) Directions: Write the simple past and the	
1. have	8. lose
2. make	9. sleep
3. build	
4. lend	
5. send	
6. spend	
7. leave	

^{*}Hang is a regular verb (hang, hanged, hanged) when it means to kill a person by putting a rope around his/her neck.

Hang is an irregular verb when it refers to suspending a thing on a wall, in a closet, on a hook, etc.

■ EXERCISE 15. Practicing irregular verbs. (Charts 2-5 and 4-2 → 4-5)

Directions: Ask questions beginning with "Have you ever . . . ?" and give answers.

- 1. lose the key to your house
- 2. meet (...)
- 3. have the flu
- 4. feel terrible about something
- 5. send a telegram
- 6. leave your sunglasses at a restaurant
- 7. sit on a cactus



(Switch roles if working in pairs.)

- 8. spend one whole day doing nothing
- 9. lend (...) any money
- 10. sleep in a tent



- 11. make a birthday cake
- 12. build sand castles



- 13. win money at a racetrack
- 14. hang a picture on the wall

	EXERCISE	16.	Irregular verbs.	(Chart 2-5)
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Directions: Write the simple past and the past participles.

- 1. sell
 2. tell
 3. hear
 4. hold
 5. feed
 6. read

- 9. think _____
- 10. teach _____
- 11. catch _____
- 12. cut _____
- 15. put _____

^{*}Quit can be used as a regular verb in British English: quit, quitted, quitted.

\square EXERCISE 17. Practicing irregular verbs. (Charts 2-5 and 4-2 \rightarrow 4-4)

Directions: Ask questions beginning with "Have you ever . . . ?" and give answers.

- 1. teach a child to count to ten
- 2. hold a newborn baby
- 3. find any money on the sidewalk
- 4. cut your own hair
- 5. think about the meaning of life
- 6. hear strange noises at night
- 7. read Tom Sawyer by Mark Twain
- 8. feed pigeons in the park

(Switch roles if working in pairs.)

- 9. tell a little white lie
- 10. quit smoking
- 11. buy a refrigerator
- 12. sell a car
- 13. hit another person with your fist
- 14. put off doing your homework
- 15. catch a fish





■ EXERCISE 18. Preview: SINCE vs. FOR. (Chart 4-5)

Directions: Complete the sentence "I have been here" Use since or for with the given expressions.

I have been here . . .

1.	for	two months.	9.	the first of January.
2.	since	September.	10.	 almost four months.
3.		1998.	11.	the beginning of the term.
4.		last year.	12.	 the semester started.
5.		two years.	13.	 a couple of hours.
6.		last Friday.	14.	 fifteen minutes.
7.		9:30.	15.	 yesterday.
8.	_	three days.	16.	about five weeks.

4-5	USING SINCE AND FOR				
SINCE	(a) I have been here since eight o'clock. since Tuesday. since May. since 1999. since January 3, 2001. since yesterday. since last month.	Since is followed by the mention of a specific point in time: an hour, a day, a month, a year, etc. Since expresses the idea that something began at a specific time in the past and continues to the present.			
	 (b) CORRECT: I have lived here since May.* CORRECT: I have been here since May. (c) INCORRECT: I am living here since May. (d) INCORRECT: I live here since May. (e) INCORRECT: I lived here since May. INCORRECT: I was here since May. 	The present perfect is used in sentences with since. In (c): The present progressive is NOT used. In (d): The simple present is NOT used. In (e): The simple past is NOT used.			
	MAIN CLAUSE (present perfect) (simple past) (f) I have lived here since I was a child. (g) Al has met many people since he came here.	Since may also introduce a time clause (i.e., a subject and verb may follow since). Notice in the examples: The present perfect is used in the main clause; the simple past is used in the since-clause.			
FOR	for ten minutes. for two hours. for five days. (h) I have been here for about three weeks. for almost six months. for many years. for a long time.	For is followed by the mention of a length of time: two minutes, three hours, four days, five weeks, etc. Note: If the noun ends in -s (hours, days, weeks, etc.), use for in the time expression, not since.			
	 (i) I have lived here for two years. I moved here two years ago, and I still live here. (j) I lived in Athens for two years. I don't live in Athens now. 	In (i): The use of the present perfect in a sentence with for + a length of time means that the action began in the past and continues to the present. In (j): The use of the simple past means that the action began and ended in the past.			

EXERCISE	19.	SINCE	VS. F	OR	(Chart	4-5)
Direc	ction.	s: Com	plete	the	sentences.	

1.	I've been in this building	since <u>nine o'clock this morning.</u> for <u>27 minutes.</u>
2.	We've been in class	since
	I've been in this city	Coince

^{*}ALSO CORRECT: I have been living here since May. See Chart 4-7, p. 100, for a discussion of the present perfect progressive.

	A I've had a driver's license	since
	4. I've had a driver's license	for
	5. I've had this book	{ since
□ EXE	ERCISE 20. SINCE vs. FOR. (Chart 4-5) Directions: Answer the leader's questions or in groups. Speaker A: Use since in your answer. Speaker B: Use for.	Only the leader's book is open. Work as a class
	Example: LEADER (book open): How long have SPEAKER A (book closed): I've had this be LEADER TO B (book open): How long has SPEAKER B (book closed): S/He has had to	ook <i>since</i> (the beginning of the term). (Speaker A) had this book?
□ EXE		ou lived there? tch? ve you had it? t today? s new? How long have you had it/them? been married?
	since-clauses. 1. I (know) have known Mark in college.]	Miller [ever since* we (be)were
	2. Pedro (change) school.	his major three times since he (start)
		_ a child, I (be)
		ed. I (sleep, not)

^{*}Ever since has the same meaning as since.

5. Ever since Danny (meet)	Nicole, he (be, not)
able to think about anything o	r anyone else. He's in love.
6. Otto (have)	a lot of problems with his car ever since he (buy)
it. It's a	lemon.
7. A: What (you, eat)	since you (get)
up th	nis morning?
B: I (eat)	a banana and some yogurt. That's all.
8. I'm eighteen. I have a job and	am in school. My life is going okay now, but I (have)
a misera	ble home life when I (be) a young
	home at the age of fifteen, I (take)
	e of myself. I (have) some
	how to stand on my own two
feet.*	
present perfect.	y or in writing, using since, for, or never with the
Directions: Describe yourself, orally present perfect. Example: have (a particular kind of Pive had my Seiko qua	y or in writing, using since, for, or never with the
Directions: Describe yourself, orally present perfect. Example: have (a particular kind of Pive had my Seiko qua	y or in writing, using since, for, or never with the f watch) ortz watch for two years. OR ortz watch since my eighteenth birthday.
Directions: Describe yourself, orally present perfect. Example: have (a particular kind of → I've had my Seiko qua → I've had my Seiko qua Example: smoke cigars/cigarettes/a → I've never smoked ciga	y or in writing, using since, for, or never with the f watch) rtz watch for two years. OR rtz watch since my eighteenth birthday. a pipe rettes. OR
Directions: Describe yourself, orally present perfect. Example: have (a particular kind of → I've had my Seiko qua → I've had my Seiko qua Example: smoke cigars/cigarettes/a → I've never smoked cigar→ I've smoked cigarettes s	y or in writing, using since, for, or never with the f watch) rtz watch for two years. OR rtz watch since my eighteenth birthday. a pipe rettes. OR
Directions: Describe yourself, orally present perfect. Example: have (a particular kind of → I've had my Seiko qua → I've had my Seiko qua Example: smoke cigars/cigarettes/a → I've never smoked cigar → I've smoked cigarettes statements. 1. know (a particular person)	y or in writing, using since, for, or never with the f watch) rtz watch for two years. OR rtz watch since my eighteenth birthday. a pipe rettes. OR
Directions: Describe yourself, orally present perfect. Example: have (a particular kind of → I've had my Seiko qua → I've had my Seiko qua Example: smoke cigars/cigarettes/a → I've never smoked cigar → I've smoked cigarettes so 1. know (a particular person) 2. live in (this city)	y or in writing, using since, for, or never with the f watch) rtz watch for two years. OR rtz watch since my eighteenth birthday. a pipe rettes. OR
Directions: Describe yourself, orally present perfect. Example: have (a particular kind of → I've had my Seiko qua → I've had my Seiko qua Example: smoke cigars/cigarettes/a → I've never smoked cigar → I've smoked cigarettes statements. 1. know (a particular person) 2. live in (this city) 3. study English	y or in writing, using since, for, or never with the f watch) ortz watch for two years. OR ortz watch since my eighteenth birthday. a pipe rettes. OR since I was seventeen.
Directions: Describe yourself, orally present perfect. Example: have (a particular kind of → I've had my Seiko qua → I've had my Seiko qua Example: smoke cigars/cigarettes/a → I've never smoked cigar → I've smoked cigarettes standard (a particular person) 1. know (a particular person) 2. live in (this city) 3. study English 4. be in this class/at this school/w	y or in writing, using since, for, or never with the f watch) ortz watch for two years. OR ortz watch since my eighteenth birthday. a pipe rettes. OR since I was seventeen.
Directions: Describe yourself, orally present perfect. Example: have (a particular kind of → I've had my Seiko qua → I've had my Seiko qua Example: smoke cigars/cigarettes/a → I've never smoked cigar → I've smoked cigarettes standard person) 1. know (a particular person) 2. live in (this city) 3. study English 4. be in this class/at this school/w 5. have long hair/short hair/a must	y or in writing, using since, for, or never with the f watch) ortz watch for two years. OR ortz watch since my eighteenth birthday. a pipe rettes. OR since I was seventeen.
Directions: Describe yourself, orally present perfect. Example: have (a particular kind of → I've had my Seiko qua → I've had my Seiko qua Example: smoke cigars/cigarettes/a → I've never smoked cigar → I've smoked cigarettes so 1. know (a particular person) 2. live in (this city) 3. study English 4. be in this class/at this school/w 5. have long hair/short hair/a mus 6. wear glasses/contact lenses	y or in writing, using since, for, or never with the f watch) fretz watch for two years. OR fretz watch since my eighteenth birthday. In pipe frettes. OR frettes. OR frith this company stache
Directions: Describe yourself, orally present perfect. Example: have (a particular kind of → I've had my Seiko qua → I've had my Seiko qua Example: smoke cigars/cigarettes/a → I've never smoked cigar → I've smoked cigarettes standard (a particular person) 1. know (a particular person) 2. live in (this city) 3. study English 4. be in this class/at this school/w 5. have long hair/short hair/a must 6. wear glasses/contact lenses 7. have (a particular article of clother)	y or in writing, using since, for, or never with the f watch) trtz watch for two years. OR trtz watch since my eighteenth birthday. a pipe rettes. OR since I was seventeen. with this company stache
Directions: Describe yourself, orally present perfect. Example: have (a particular kind of → I've had my Seiko qua → I've had my Seiko qua → I've had my Seiko qua Example: smoke cigars/cigarettes/a → I've never smoked cigar → I've smoked cigarettes standard person) 1. know (a particular person) 2. live in (this city) 3. study English 4. be in this class/at this school/w 5. have long hair/short hair/a must 6. wear glasses/contact lenses 7. have (a particular article of cloth 8. be interested in (a particular su	y or in writing, using since, for, or never with the f watch) trtz watch for two years. OR trtz watch since my eighteenth birthday. a pipe rettes. OR since I was seventeen. with this company stache
Directions: Describe yourself, orally present perfect. Example: have (a particular kind of → I've had my Seiko qua → I've had my Seiko qua Example: smoke cigars/cigarettes/a → I've never smoked cigar → I've smoked cigarettes standard (a particular person) 1. know (a particular person) 2. live in (this city) 3. study English 4. be in this class/at this school/w 5. have long hair/short hair/a must 6. wear glasses/contact lenses 7. have (a particular article of clother)	y or in writing, using since, for, or never with the f watch) trtz watch for two years. OR trtz watch since my eighteenth birthday. a pipe rettes. OR since I was seventeen. with this company stache

^{*}To "stand on one's own two feet" is an idiom meaning to be able to take care of oneself and be independent.

4-6 PRESENT PERFECT PROGRESSIVE



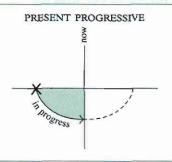
Al and Ann are in their car right now. They are driving home. It is now four o'clock.

- (a) They have been driving since two o'clock.
- (b) They have been driving for two hours. They will be home soon.
- (c) How long have they been driving?

The PRESENT PERFECT PROGRESSIVE talks about how long an activity has been in progress before now. Note: Time expressions with since, as in (a), and for, as in (b), are frequently used with this tense. STATEMENT: have/has + been + -ing

QUESTION FORM: have/has + subject + been + -ing

COMPARE the present progressive and the present perfect progressive.

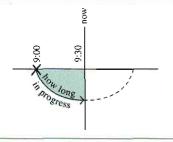


(d) Po is sitting in class right now.

The PRESENT PROGRESSIVE describes an activity that is in progress right now, as in (d). It does not discuss duration (length of time).

INCORRECT: Po has been sitting in class right now.

PRESENT PERFECT PROGRESSIVE



Po is sitting at his desk in class. He sat down at nine o'clock. It is now nine-thirty.

- (e) Po has been sitting in class since nine o'clock.
- (f) Po has been sitting in class for thirty minutes.

The PRESENT PERFECT PROGRESSIVE expresses the duration (length of time) of an activity that began in the past and is in progress right now.

INCORRECT: Po is sitting in class since nine o'clock.

(g) CORRECT: I know Yoko.

(h) INCORRECT: I am knowing Yoko.

CORRECT: I have known Yoko for two years.

(j) INCORRECT: I have been knowing Yoko for two

vears.

Reminder: Non-action verbs (e.g., know, like, own, belong) are not used in any progressive tenses.* In (i): With non-action verbs, the present perfect is used with since or for to express the duration of a situation that began in the past and continues to the present.

^{*}See Chart 1-6 (Non-Action Verbs), p. 17.

L		Complete the sentences. Use the pr	erfect progressive. (Chart 4-6) resent progressive or the present perfect	
	1. I (sit)	am sitting in class right now.	I (sit) have been sitting her	e
	since of	ne o'clock.		
2	2. Kate is	standing at the corner. She (wait)	for the l	ous
	She (w	ait)	for the bus for twenty minutes.	
3	3. Scott a	nd Rebecca (talk)	on the phone right now.	
			on the phone for over an hour.	
4	4. Right n	ow we're in class. We (do)	an exercise. We	
			his exercise for a couple of minutes.	
4)?	
			on my physics experiment. It's a long	
		difficult experiment.	The real part of the second se	
			on it?	
			rk)	
	ISE 24. P	it since then. resent perfect progressive. (Ch Answer the questions. Only the teac		
_ E	Example:			
Т	EACHER:	Where are you living?		
		I'm living in an apartment on Four		
		How long have you been living ther I've been living there since last Sep		
		low you are sitting in class. How lor		
	_	did you first begin to study English?		
3	3. I began	to teach English in (year). How los	ng have I been teaching English?	
			year). How long have I been working	
<u>, </u>	5. What a	re we doing right now? How long h	ave we been doing it?	
		I see that you wear glasses. How lo		
		rives? When did you first drive a car		
	8. Who di	·	en you started to drink coffee? How lon	g

4-7 PRESENT PERFECT PROGRESSIVE vs. PRESENT PERFECT





PRESENT PERFECT PROGRESSIVE

(a) Rita and Josh are talking on the phone. They have been talking on the phone for twenty minutes. The PRESENT PERFECT PROGRESSIVE expresses the duration of present activities that are in progress, using action verbs, as in (a).

PRESENT PERFECT

- (b) Rita *has talked* to Josh on the phone many times (before now).
- (c) INCORRECT: Rita has been talking to Josh on the phone many times.
- (d) Rita has known Josh for two years.
- (e) INCORRECT: Rita has been knowing Josh for two years.

The PRESENT PERFECT expresses

- (1) repeated activities that occur at unspecified times in the past, as in (b), or
- the duration of present situations, as in (d), using non-action verbs.
- (f) I have been living here for six months. OR
- (g) I have hved here for six months.
- (h) Al *has been wearing* glasses since he was ten. OR

Al has worn glasses since he was ten.

 (i) I've been going to school ever since I was five years old. OR

I've gone to school ever since I was five years old.

For some (not all) verbs, duration can be expressed by either the present perfect or the present perfect progressive. (f) and (g) have essentially the same meaning, and both are correct.

Often either tense can be used with verbs that express the duration of usual or habitual activities/situations (things that happen daily or regularly), e.g., live, work, teach, smoke, wear glasses, play chess, go to school, read the same newspaper every morning, etc.

EXERCIS	E 25.	Preser	nt perfect	vs. the present	perfect	progressive.	(Chart 4-7)

Directions: Complete the sentences. Use the present perfect or the present perfect progressive. In some sentences, either form is possible.

- 1. A: I'm tired. We (walk) ____ have been walking ____ for more than an hour.

 Let's stop and rest for a while.
 - B: Okay.
- 2. A: Is the post office far from here?
 - B: Not at all. I (walk) have walked there many times.

٥.	* *.	Bo you like it liefe.	
	B:	I (live) have been living/ha	we lived here for only a short while. I
		don't know yet.	
4.	A:	I (read)	this chapter in my chemistry text three times,
		and I still don't understand it!	and enapter in any enemony tent and animo,
	B:	Maybe I can help.	
5.	A:	My eyes are getting tired. I (read)	for two hours. I
		think I'll take a break.	
	B:	Why don't we go for a walk?	
6.	A:	Do you like the Edgewater Inn?	
	B:	Very much. I (stay)	there at least a dozen
		times. It's my favorite hotel.	
7.	A:	The baby's crying. Shouldn't we d	lo something?
		He's all right.	<u> </u>
	A:	Are you sure? He (cry)	for almost ten
		minutes.	
	B:	Okay. I'll go into his room and see	e if anything's wrong.
8	Α.	Who's your daughter's new teacher	
0.		Mrs. Jackson.	
			e elementary school. She (teach)
			kindergarten for twenty years.
			- 12 N N
9.	A:		tennis for ten years, but he
		still doesn't have a good backhand	
	B:	Neither do I, and I (play)	tennis for
		twenty years.	
10.	A:	Where does Mr. Alvarez work?	
	B:	At the power company. He (work)	there
		for fifteen years. He likes his job.	
	A:	What about his neighbor, Mr. Pere	·z?
		He's currently unemployed, but he	
	A:	What kind of job experience does	he have?
	B:	He (work)	for a small manufacturing firm,
		for the telephone company, and at	two of the world's leading software companies.
		With all that work experience, he was	von't have any trouble finding another job.

4-8 U	SING <i>ALREADY, YET, STIL</i>	L, AND ANYMORE
ALREADY	(a) The mail came an hour ago. The mail is already here.	Idea of <i>already</i> : Something happened before now, before this time. Position: midsentence.*
YET	(b) I expected the mail an hour ago, but it hasn't come yet.	Idea of yet: Something did not happen before now (up to this time), but it may happen in the future. Position: end of sentence.
STILL	 (c) It was cold yesterday. It is still cold today. We still need to wear coats. (d) I could play the piano when I was a child. I can still play the piano. (e) The mail didn't come an hour ago. The mail still hasn't come. 	Idea of still: A situation continues to exist from past to present without change. Position: midsentence.*
ANYMORE	(f) I lived in Chicago two years ago, but then I moved to another city. I don't live in Chicago anymore.	Idea of anymore: A past situation does not continue to exist at present; a past situation has changed. Anymore has the same meaning as any longer. Position: end of sentence.
Yes	ready is used in affirmative sentences. t and anymore are used in negative sentences ill is used in either affirmative or negative sente	

*See Chart 1-3, p. 9. A midsentence adverb

- (1) precedes a simple present verb: We still need to wear coats.
- (2) follows am, is, are, was, were: It is still cold.
- (3) comes between a helping verb and a main verb: Bob has already arrived.
- (4) precedes a negative helping verb: Ann still hasn't come.
- (5) follows the subject in a question: Have you already seen that movie?

	READY, YET, STILL, ANYMORE. (Chart omplete the sentences with already, yet	
1. It's 1:00	P.M. I'm hungry. I haven't eaten lunch	yet
2. It's 1:00	P.M. I'm not hungry. I've	eaten lunch.
	hungry, so he ate a candy bar a few min hungry, so he's going	STATE OF THE PARTY IN
	eat lunch at the cafeteria every day, but	
5. I don't h	ave to study tonight. I'verk.	finished all my
	a letter to my parents yesterday, but I hat it later today and put it in the mail.	aven't finished it

7. I s	tarted a letter to my parents yes	terday. I thought about finishing it last night before
Iw	vent to bed, but I didn't. I	haven't finished it.*
8. A:	Is Mary home	?
B:	No, but I'm expecting her soon	n.
9. A:	Is Mary	in class?
B:	Yes, she is. Her class doesn't e	end until 11:30.
10. A:	Has Rob found a new job	?
B:	No. He	works at the bookstore.
11. A:	When is your sister going to co	ome to visit you?
B:	She's	here. She got here yesterday,
12. A:	Do you	live on Pine Avenue?
B:	No, I don't live there	. I moved to another apartment
	closer to school.	
	7. ALREADY, YET, STILL, ANYM ions: Complete the sentences with	
Examp		
1. I u	used to, but anymore.	
2. I c	can't because I haven't ye	et.
3. Ar	e still ?	
	. because I've already	
	lon't anymore, but still .	AND THE RESERVE OF THE PARTY OF
☐ EXERCISE 2 Directi	8. Verb tense review. (Cha	
	Rachel is taking English class Nadia has been taking English	
2. a.	Ann has been in Jerusalem fo	or two years. She likes it there. She's also been in Paris. She's been in New York and

^{*}In negative sentences, still and yet express similar meanings. The meanings of I haven't finished it yet and I still haven't finished it are similar.

- 3. a. Jack has visited his aunt and uncle many times.
 - b. Matt has been visiting his aunt and uncle for the last three days.
- 4. a. Jack is talking on the phone.
 - b. Jack talks on the phone a lot.
 - c. Jack has been talking to his boss on the phone for half an hour.
 - d. Jack has talked to his boss on the phone lots of times.
- 5. a. Mr. Woods walks his dog in Forest Park every day.
 - b. Mr. Woods has walked his dog in Forest Park many times.
 - c. Mr. Woods walked his dog in Forest Park five times last week.
 - d. Mr. Woods is walking his dog in Forest Park right now.
 - e. Mr. Woods has been walking his dog in Forest Park since two o'clock.



\square EXERCISE 29. Verb tenses. (Charts 4-2 \rightarrow 4-8)

Directions: Make sentences about your life using the given time expressions. Use the simple past, present perfect, or present perfect progressive.

Example: for the last two weeks

- → I've had a cold for the last two weeks.
- 1. since I was a child
- 2. for a long time
- 3. two years ago
- 4. so far today
- 5. many times in my lifetime
- 6. never

- 7. since last Tuesday
- 8. for a number of years*
- 9. a week ago today
- 10. for the last ten minutes
- 11. already ..., but ... yet
- 12. still . . . , but . . . anymore

^{*}a number of years = many years.

	 Review of verb tenses. (Chapters ons: Complete the sentences with the wor 	
1. A:	(you, have) Do you have	any plans for vacation?
	Yes, I do. I (plan) am planniv	
	(you, be, ever)	
		in Toronto two months ago. My brother
	(live) there, so I (
2. A:	Where's Jessica?	
B:	She (study)	at the library.
A:	When (she, get)	back home?
	In an hour or so. Probably around five	
A:	How long (she, study)	at the
_	library?	
	Since two o'clock this afternoon.	
	(she, study)	at the library every day?
	Not every day, but often.	
3. A:	Shhh. Irene (talk)	on the phone long-distance.
B:	Who (she, talk)	to?
A:		for almost an hou
n.	I think her brother is in some kind of tro	
	That's too bad. I hope it's nothing serio	
	(you, know)	
B:		e) it at home in my
	computer. When I (get)	home this evening, I (call)
	and (give)	you his address.
A:	Thanks. Or you could e-mail it to me.	
B:	Okay. I (do) that.	
5. A:	Where's Juan? He (be)	absent from class for the last three
	days. (anyone, see)	
В:		n yesterday. He has a bad cold, so he (be)
	home in bed	
	ba	· · · · · ·
6. A:	How long (you, wear)	glasses?
B:	Since I (be) ten ye	ears old.
	(you, be) nea	
	Nearsighted.	_

٠.		Okay. Where should we go?
		(you, like) Thai food?
		I don't know. I (eat, never) any. What's it like?
	A:	It's delicious, but it can be pretty hot!
	B:	That's okay. I (love) really hot food.
	A:	There (be) a Thai restaurant downtown. I (go)
		there a couple of times. The food is excellent.
	B:	Sounds good. I (be, never) to a Thai
		restaurant, so it (be) a new experience for me. After we
		(get) there, can you explain the menu to me?
	A:	Sure. And if I can't, our waiter or waitress can.
8.		(you, smoke)?
		Yes, I do.
		How long (you, smoke)?
	B:	Well, let me see. I (smoke) since I (be)
		seventeen. So I (smoke)
		for almost four years.
		Why (you, start)?
		Because I (be) a dumb, stupid kid.
		(you, want) to quit?
	B:	Yes. I (plan) to quit very soon. In fact, I (decide)
		to quit on my next birthday. My twenty-first
		birthday is two weeks from now. On that day, I (intend) to smoke my last cigarette.
	A:	That's terrific! You (feel) much better after you (stop)
		smoking.
	B:	(you, smoke, ever)?
		No, I haven't. I (smoke, never)
		cigarette in my life. When I (be) ten years old, I (smoke)
		one of my uncle's cigars. My sister and I (steal)
		a couple of his cigars and (go) behind
		the garage to smoke them. Both of us (get) sick. I
		(have, not) anything to smoke since then.
	R٠	That's smart

\square EXERCISE 31. Error analysis. (Charts 4-1 \rightarrow 4-8)

Directions: Correct the errors. Most of the errors are in verb usage, but some are miscellaneous (e.g., capitalization, word order, spelling, agreement, etc.).

- studying E s

 1. I have been studied &nglish for eight year, but I still have a lot to learn.
- 2. I want to learn English since I am a child.
- 3. Our class has have three tests since the beggining of the term.
- 4. I have started the English classes since three weeks ago and I am learning some English since that time.
- 5. I have been thinking about how to improve my English ability since I came here, but I still don't find a good way.
- 6. All of us has learn many thing since we were children.
- 7. When I was at my sister's house, we had an argument. Since then I didn't talk to her for three days.
- 8. Since I was very young, I like animals.
- 9. I have been study english since three and a half month.
- 10. I like very much the English. Since I was young my father found an American girl to teach my brothers and me English, but when I move to another city my father hasn't find one for five years. Now I'm living here and studying in this English program.
- 11. I almost die in an automobile accident five year ago. Since that day my life changed completely.
- 12. In my country, women are soldiers in the army since the 1970s.

- I meet Abdul in my first English class last June. He was friendly and kind. We are friends since that day.
- 14. My favorite place in the world is my hometown. I live there for twenty years.
- 15. My wife and I have been in Italy two weeks ago. We went there to ski.
- 16. My wife broke her leg while she was skiing in Italy. Now she's home, but she can't walk without help. A lot of our friends are visiting her since she has broken her leg.
- 17. I was busy every day since I arrived at this city.
- 18. I haven't to eaten any kind of chinese food for a week. I miss it a lot!

■ EXERCISE 32. Verb tense review. (Chapters 1 → 4)

Directions: Complete the sentences with the words in parentheses.

Dear Adam,

Hi! Remember me? (Just a joke!) I (write, not)	haven't written
to you for at least six months, but that's not long end	ough for you to forget me! I think
about writing to you often, but I (be, not)	a good correspondent
for the last few months. You (hear, not)	from me for such a
long time because I (be)	really busy. For the last few months, I
(work) full-time at a shoe s	tore and (go)6
to school at the local community college to study bu	siness and computers. When I (write)
to you six months ago—last Ap	ril, I think—I (go)
to the university full-time and (study)	9 anthropology. A lot
of things (happen)s	ince then.

At the end of the spring semester last june, my grades (be)
terrible. As a result I flace) my scholarship and my parents'
terrible. As a result, I (lose) my scholarship and my parents'
support. I really (mess) up when I (get) those
bad grades. When I (show) my grade report to my parents, they
(refuse) to help me with my living expenses at school anymore,
They (feel) that I was wasting my time and their money, so they (tel
me to get a job. So last June I (start) working
at a shoe store: Imperial Shoes at Southcenter Mall. I (work)
there ever since.
It (be, not) a bad job, but it (be, not)
wonderful either. Every day, I (fetch) shoes from the back room for
people to try on, boxes and boxes of shoes, all day long. I (meet)
people to try on, boxes and boxes of shoes, all day long. I (meet)24
some pretty weird people since I (start) this job. A couple of
some pretty weird people since I (start) this job. A couple of
weeks ago, a middle-aged man (come) this job. A couple of into the store. He to try on some black leather loafers. I (bring)
some pretty weird people since I (start) this job. A couple of weeks ago, a middle-aged man (come) into the store. He (want) to try on some black leather loafers. I (bring) the loafers, and he (put) them on. While
some pretty weird people since I (start) this job. A couple of weeks ago, a middle-aged man (come) into the store. He (want) to try on some black leather loafers. I (bring) 27 the loafers, and he (put) them on. While around to see if they fit okay, he (pull) 30 from his pocket a little white mouse with pink eyes and
some pretty weird people since I (start)
some pretty weird people since I (start)
some pretty weird people since I (start)
some pretty weird people since I (start)
some pretty weird people since I (start)
some pretty weird people since I (start)



Most of the people I meet are nice—and normal. My favorite customers (be)

	people who (know)) ,	what the	ey want when they
40		41		
(enter)	the store. T	They (come)		_ in, (point)
42			43	
	_ at one pair of shoe	s, politely (tell)		me their
44			45	
size, (try)	the shoe	s on, and then		them,
	46		4	47
just like that. They	(agonize, not)		for a	long time over
		48		
which pair to buy.				
I (learn)		one impo	rtant thing from	working at the
	49			-
shoe store: I (want,	not)		to sell shoes as	a career. I (need)
	50			
	_ a good education t	hat (prepare) _		me for a
51			52	
job that I can enjoy	for the rest of my life	e. And even the	ough I love study	ying anthropology,
I (decide)	53	_ that a degree	in business and	computers will
provide the best car	reer opportunities.			

Now I (work) part-time at the shoe store and (go)
to school at the same time. I (want, always)
55 56
to be completely independent and self-reliant, and now I (be)
I (have) to pay every penny of my tuition and living expenses now.
Ever since I (lose) my scholarship and (make)
59 60
my parents mad, I (be) completely on my own. I'm glad to
report that my grades at present (be) excellent, and right now I
(enjoy, really) my work with computers. In the
future, I (continue) to take courses in anthropology
whenever I can fit them into my schedule, and I (study)65
65
anthropology on my own for the rest of my life, but I (pursue)
66
a career in business. Maybe there is some way I can combine anthropology, business, an
computers. Who knows?
There. I (tell) you everything I can think of that is at all
important in my life at the moment. I think I (grow) up
68
lot during the last six months. I (understand) that my education for the last six months.
is important. Losing my scholarship (make) my life more difficult,
but I (believe) that I (take, finally)
71 72
charge of my life. It's a good feeling.
Please write. I'd love to hear from you.
Jessica

The Present Perfect and the Past Perfect

\square EXERCISE 33. Writing: verb tense review. (Chapters 1 \rightarrow 4)

Directions: Think of a friend you haven't spoken or written to since the beginning of this term. Write this friend a letter about your activities from the start of this school term to the present time. Begin your letter as follows:

Dear (. . .),

I'm sorry I haven't written for such a long time. Lots of things have happened since I last wrote to you.

\square EXERCISE 34. Writing: verb tense review. (Chapters 1 \rightarrow 4)

Directions: Write about one (or both) of the following topics.

- 1. Think of two or three important events that have occurred in your life in the past year or two. In a paragraph for each, briefly tell your reader about these events and give your opinions and/or predictions.
- 2. Think of two or three important events that have occurred in the world in the past year or two. In a paragraph for each, briefly tell your reader about these events and give your opinions and/or predictions.

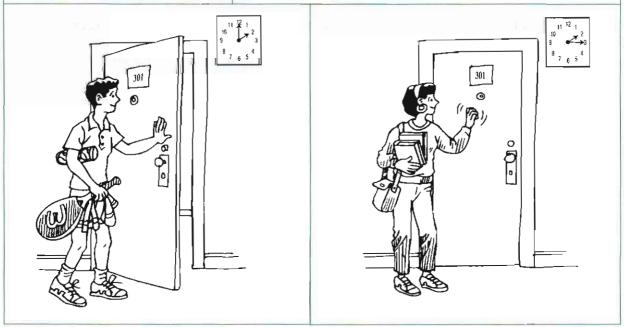
4-9 PAST PERFECT

Situation: Jack left his apartment at 2:00. Ann arrived at his apartment at 2:15 and knocked on the door.

(a) When Ann arrived, Jack wasn't there. He *had left*.

The PAST PERFECT is used when the speaker is talking about two different events at two different times in the past; one event ends before the second event happens.

In (a): There are two events, and both happened in the past: Jack left his apartment. Ann arrived at his apartment. To show the time relationship between the two events, we use the past perfect (had left) to say that the first event (Jack leaving his apartment) was completed before the second event (Ann arriving at his apartment) occurred.



PAST PERFECT—(continued) 4-9 FORM: had + past participle (b) Jack had left his apartment when Ann arrived. (c) He'd left. I'd left. They'd left. Etc. CONTRACTION: I/you/she/he/it/we/they + 'd COMPARE THE PRESENT PERFECT AND THE PAST PERFECT. PRESENT PERFECT (d) I am not hungry now. I have The PRESENT PERFECT expresses an already eaten. activity that occurred before now, at an unspecified time in the past, as in (d). (e) I was not hungry at 1:00 P.M. The PAST PERFECT expresses an PAST PERFECT activity that occurred before another I had already eaten. before 1:00 time in the past. In (e): I ate at noon. I was not hungry at 1:00 P.M. because I had already eaten before 1:00 P.M. COMPARE THE PAST PROGRESSIVE AND THE PAST PERFECT. PAST PROGRESSIVE (f) I was eating when Bob came. The PAST PROGRESSIVE expresses an activity that was in progress at a began eating particular time in the past. Bob came In (f): I began to eat at noon. Bob came at 12:10. My meal was in progress when Bob came. cating Drogress PAST PERFECT (g) I had eaten when Bob came. The PAST PERFECT expresses an activity that was completed before a finished eating particular time in the past. Bob came In (g): I finished eating at noon. Bob came at 1:00 P.M. My meal was completed before Bob came.

□ EXER	CISE 35. Past per Directions: Identify place second (2nd)	which action took place first (1st) in the past and which action took
	1. The tennis play	yer jumped in the air for joy. She had won the match.
	a. Ist	_ The tennis player won the match.
	b. 2nd	The tennis player jumped in the air.
	2. Before I went t	to bed, I checked the front door. My roommate had already locked it.
	_	I checked the door.
		My roommate locked the door.
		ob, but he had left the building.
		Bob left the building.
		_ I looked for Bob.
		n I saw my son. He had poured a bowl of noodles on top of his head.
		I laughed. My son poured a bowl of noodles on his head.
	5. Oliver arrived	at the theater on time, but he couldn't get in. He had left his ticket at
	home.	
	a	Oliver left his ticket at home.
	b	Oliver arrived at the theater.
	6. I handed Bets	y the newspaper, but she didn't want it. She had read it during her
	lunch hour.	
	a	_ I handed Betsy the newspaper.
	b	Betsy read the newspaper.

7.	After Carl arrived in New York, he called his mother.	He had promised to call her
	as soon as he got in.	
	a Carl made a promise to his mother.	
	b Carl called his mother.	
8.	Stella was alone in a strange city. She walked down the	avenue slowly, looking in shor
	windows. Suddenly, she turned her head and looked	behind her. Someone had
	called her name.	
	a Stella turned her head and looked be	nind her.
	b Someone called her name.	
Dir	E 36. Present perfect vs. past perfect. (Chart 4-9 rections: Complete the sentences with the present perfect b in parentheses.	
1.	A: Oh no! We're too late. The train (leave, already) B: That's okay. We'll catch the next train to Athens.	has already left
2.	Last Thursday, we went to the station to catch a train to	Athens, but we were too late.
	The train (leave, already) had already left	
3.	A: Go back to sleep. It's only six o'clock in the morning	ng.
	B: I'm not sleepy. I (sleep, already) eight hours. I'm going to get up.	for
4.	I woke up at six this morning, but I couldn't get back to (sleep, already)	
5.	A: I'll introduce you to Professor Newton at the meeting	ng tonight.
	B: You don't need to. I (meet, already)	him
6.	Jack offered to introduce me to Professor Newton, but	it wasn't necessary. I
	(meet, already)	_ him.
7.	A: Do you want to go to the movie tonight?B: What are you going to see?A: Distant Drums.	
	B: I (see, already)	it. Thanks anyway.
8.	I didn't go to the movie with Francisco last Tuesday nig	ght. I (see, already)

	: Excuse me? Are you talking to me?	I haven t seen you for ages:
A	c: Oh. You're not Jane. I'm sorry. It is cl a mistake. Please excuse me.	ear that I (make)
10. Y	esterday I approached a stranger who look	ked like Jane Moore and started talking to
	er. But she wasn't Jane. It was clear that nistake. I was really embarrassed.	I (make) a
	37. Past progressive vs. past perfect. tions: Circle the correct completion.	(Chart 4-9)
	manda didn't need to study the multiplic nem.	ation tables in fifth grade. She
	A. was learning	B) had already learned
	enjoyed visiting Tommy's class. It was an heir multiplication tables.	arithmetic class. The students
	A. were learning	B. had already learned
	While I up the mountain, I got tire op.	ed. But I didn't stop until I reached the
	A. was walking	B. had walked
4. I	was very tired when I got to the top of th A. was walking	e mountain. I a long distance. B. had walked
	knocked. No one answered. I turned the did not open. Someone it.	e handle and pulled sharply on the door, but
	A. was locking	B. had locked
	Where were you when the earthquake occ In my office. I to my assistant. V	
	A. was talking	B. had already talked
"	Ahmed's house was destroyed in the earth I know! It's lucky that he and his family arthquake struck."	•
	A. were leaving	B. had already left
С		cus in Kansas City. When we got there, we We all the way to Kansas City for
	A. was leaving were drivingB. had left had driven	C. was leaving had driven D. had left were driving

Di	SE 38. Present perfect, past progressive, and past perfect. (Chart 4-9) rections: Complete the sentences with the correct forms of the words in parentheses. see the present perfect, past progressive, or past perfect.
1.	When I went to bed, I turned on the radio. While I (sleep) was sleeping ,
	somebody turned it off.
2.	You're from Jakarta? I (be, never) there. I'd like to go
	there someday.
3.	I started to tell Rodney the news, but he stopped me. He (hear, already)
	it.
4.	When Gina went to bed, it was snowing. It (snow, still)
	when she woke up in the morning.
5.	Rita called me on the phone to tell me the good news. She (pass)
	her final exam in English.
6.	I couldn't think. The people around me (make) too
	much noise. Finally, I gave up and left to try to find a quiet place to work.
7.	Are you still waiting for David? (he, come, not)
	yet? He's really late, isn't he?
8.	Otto's back to work today, but was in the hospital last week. He (be, never)
	a patient in a hospital before. It was a new
	experience for him.
9.	A couple of weeks ago Mr. Fox, our office manager, surprised all of us. When he
	walked into the office, he (wear) a T-shirt and jeans.
	Everyone stopped and stared. Mr. Fox is a conservative dresser. Before that time, he
	(wear, never) anything but a blue or gray suit.
	And he (wear, not) his jeans to the office since
	that time. He wore them only that one time.
	SE 39. Verb tense review. (Chapters $1 \rightarrow 4$) rections: Circle the correct completion.
Ex	cample:
	I can't come with you. I need to stay here. I for a phone call.
	A. wait B. will wait C. am waiting D. have waited
1.	I my glasses three times so far this year. One time I dropped them on a
	cement floor. Another time I sat on them. And this time I stepped on them. A. broke B. was breaking C. have broken D. have been breaking

			them.									
			A.	stepped	B.	had stepped	(С.	was stepping	D.	has stepped	
		3.	Sarah	gets angry eas	ily.	She :	a bad	tei	mper ever sinc	e sh	ne was a child.	
			A.	has	B.	will have	(C.	had	D.	has had	
		4.		whenever Sara	ıh s	tarts to lose he	er tem	pei	r, she	a d	eep breath and	
				takes cour					took cour			
			В.	has taken	coı	inted]	D.	is taking o	cou	nting	
		5.				rrupt me. I inish our conve				the	phone. Go play wit	h
			A.	talk	B.	have talked	(C.	am talking	D.	have been talking	
		6.	We	at a hot	el i	n Miami when	the h	urı	ricane hit sout	heri	n Florida last month.	
						e moved out o						
			A.	had stayed	B.	stay	(С.	were staying	D.	stayed	
		7.	Now	listen carefully	. W	hen Aunt Mar	tha		tomorrow	, giv	ve her a big hug.	
				arrives		will arrive				_	is going to arrive	
		0	3.6		.,				C .1 1		1 71 1 6	
		8.	-								eeks. I'm ready for ould ask him to leave.	
						stayed			-		has been staying	
		9.							nt. It was in he	er li	ving room. It	_
						ough an open when had flown			has flown	D	was flown	
			***	was liying	Δ,	nad nown	`	٥.	nas novn	D.	was nown	
		10.	-	At the same of the		it up an						
				picked had picked said		id			was picking . was picking .			
			В.	picked sait	.1		,	٥.	was picking.	1	iad said	
_												
	EXER			Verb tense re : Circle the co		ew. (Chapter t completion.	rs 1 →	4)			
		Fre	ımple:			-						
		المرا	_	t come with yo	u.	I need to stay	here.	Ι	for a p	oho	ne call.	
			A.	wait	B.	will wait	(Ξ,	am waiting	D.	have waited	
		1.	My m	nother began to	dr	ive cars when s	she wa	as i	fourteen. Nov	v sh	e is eighty-nine, and	
				was driving					drove	D.	has been driving	
				_							_	
		2.				jewel	-		_			
			A.	wear	В.	wore	(Ú.	have worn	D.	had worn	

2. Kate reached to the floor and picked up her glasses. They were broken. She _____ on

3.	It when I left the house t	his morning,	so I opened n	ny umbrella.	
	A. rained B. had raine	cd C.	is raining	D. was raining	
4.	Australian koala bears are interest practically their entire liv coming down to the ground.	es in trees w	ithout ever	SET W	
	A. are spending	C.	have spent		
	B. have been spending	D.	spend	A TA	0
5.	The teacher is late today, so class she here, class will begin	_	yet. After		
	A. will get B. is going t	to get C.	gets	D. is getting	
6.	It's raining hard. It an h	our ago and	yet.		
	A. had started doesn't stop	C.	started ha	sn't stopped	
	B. has started didn't stop	D.	was starting.	isn't stopping	
7.	Alex's bags are almost ready for h We'll say good-bye to him before		for Syr	ria later this afternoon.	
			is leaving	goes	
	B. leaves will go	D.	has left w	ill go	
8.	I heard a slight noise, so I walked the floor and saw a piece of paper apartment. A. had pushed B. is pushin	r. Someone	a note	under the door to my	
9.	I walked slowly through the mark I studied the prices carefully befo			ls of fruits and vegetable	s.
	A. have sold B. sell			D. were selling	
١٥.	I really like my car. I it f	for six years.	It runs beauti	fully.	
	A. have B. have had	C.	had	D. have been having	

CON	ITENTS		4
5-1	Yes/no questions and short answers	5-8	Using which
5-2	Yes/no questions and information	5-9	Using whose
	questions	5-10	Using how
5-3	Where, when, why, and what time	5-11	Using how often
5-4	Questions with who, who(m), and	5-12	Using how far
	what	5-13	Length of time: it + take and how
5-5	Spoken and written contractions with		long
	question words	5-14	More questions with how
5-6	Using what + a form of do		Using how about and what about
5-7			Tag questions

☐ EXERCISE 1. Preview: asking questions. (Chapter 5) Directions: This exercise previews some of the grammar in this chapter. Create questions that fit the given answers. Discuss question forms.
Example: No, I I'm allergic to them.
→ QUESTION: Do you like cats? ANSWER: No, I don't. I'm allergic to them.
1. Downtown.
2. No, I
3. Seven-thirty.
4. Two hours.
5. Because I overslept.
6. This one, not that one.
7. Yes, she
8. Mine.
9. My cousin.
10. Five blocks.
11. Once a week.

12. Answering your question.

YES/NO QUESTION	SHORT ANSWER (+ LONG ANSWER)	A yes/no question is a question tha
(a) Do you like tea?	Yes, I do. (I like tea.) No, I don't. (I don't like tea.)	can be answered by yes or no. In an affirmative short answer (yes), helping verb is NOT contracted with
(b) Did Sue call?	Yes, she did. (Sue called.) No, she didn't. (Sue didn't call.)	the subject. In (c): INCORRECT: Yes, I've. In (d): INCORRECT: Yes, i's.
(c) Have you met Al?	Yes, I have. (I have met Al.) No, I haven't. (I haven't met Al.)	In (e): INCORRECT: Yes, he'll. The spoken emphasis in a short
(d) Is it raining?	Yes, it is. (It's raining.) No, it isn't. (It isn't raining.)	answer is on the verb.
(e) Will Rob be here?	Yes, he will. (Rob will be here.) No, he won't. (Rob won't be here.)	

EXERCISE 2. Short answers to yes/no questions. (Chart 5-1)
Directions: In these dialogues, the long answer is given in parentheses. Look at the long
answer, and then write the appropriate yes/no question and short answer to complete each
dialogue. Do not use a negative verb in the question.
1. A: Do you know my brother?

	B:	No, <u>ldon't.</u>	(I don't know your brother.)
2.	A:		
		Yes,	
3.	A:		
	B:	No,	(Snakes don't have legs.)
4.	A:		
			(Snakes can't move backward.)
5.	A:		
	B:	Yes,	(The United States is in North America.)
6.	A:		
	B:	Uh-huh,	(I enjoyed the movie.)
7.	A:		
	B:	Huh-uh,	(I won't be at home tonight.)

8. A:		
B:	Yes,	(I have a bicycle.)*
9. A:		
B:	Yes,	(Paul has left.)
10. A:		
B:	Yes,	(He left with Kate.)

☐ EXERCISE 3. Short answers to yes/no questions. (Chart 5-1)

Directions: Work in groups of three.

Speaker A: Whisper the cue to Speaker B. Your book is open.

Speaker B: Ask a yes/no question using the information Speaker A gave you. Your book is closed.

Speaker C: Give a short answer to the question. Your book is closed.

Example: (. . .) is wearing jeans today.

SPEAKER A (book open): Rosa is wearing jeans today. (whispered)

SPEAKER B (book closed): Is Rosa wearing jeans today?

SPEAKER C (book closed): Yes, she is.

- 1. (. . .) has curly hair.
- 2. (. . .) doesn't have a mustache.
- 3. (. . .) is sitting down.
- 4. Isn't talking to (...)

Switch roles.

- 5. (...) and (...) were in class yesterday.
- 6. This exercise is easy.
- 7. That book belongs to (...)
- An ostrich can't fly.



Switch roles.

- 9. (...) is wearing earrings.
- 10. This book has an index.
- 11. (...)'s grammar book isn't open.
- 12. Giraffes don't eat meat.



^{*}In American English, a form of do is usually used when have is the main verb: Do you have a car?

In British English, a form of do with main verb have is not necessary: Have you a car?

YES/NO QUESTIONS AND INFORMATION QUESTIONS 5-2

A yes/no question = a question that can be answered by "yes" or "no."

A: Does Ann live in Montreal?

B: Yes, she does. OR No, she doesn't.

An information question = a question that asks for information by using a question word: where, when, why, who, whom, what, which, whose, how.

A: Where does Ann live?

B: In Montreal.

(QUESTION WORD)	HELPING VERB	SUBJECT	MAIN VERB	(REST OF SENTENCE)	The same subject-verb word order is used in both yes/no and
(a) (b) Where	Does Ann does Ann	live live?	in Montreal?	information questions. HELPING VERB + SUBJECT + MAIN VERB	
(c) (d) Where	Is is	Sara Sara	studying studying?	at the library?	(a) is a yes/no question.(b) is an information question.
(e) (f) When	Will will	you you	graduate graduate?	next year?	In (i) and (j): Main verb be in simple present and simple past
(g) (h) Who(m)*	Did did	they they	see?	Jack?	(am, is, are, was, were) precedes the subject. It has the same position as a helping verb
(i) (j) Where	Is is	Heidi Heidi?		at home?	same postdom as a neiphig vero
(k) (l)		Who What	came happened	to dinner? yesterday?	When the question word (e.g., who or what) is the subject of
·/		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	napponea	, colorday.	the question, usual question word order is not used. No form of <i>do</i> is used. Notice (k) and (l).

^{*}See Chart 5-4, p. 125, for a discussion of who(m).

■ EXERCISE 4. Yes/no and information questions. (Chart 5-2)

Directions: Review the patterns of yes/no and information questions.

Speaker A: Create a yes/no question.

Speaker B: Create an information question using where.

Example: I live there.

SPEAKER A: Do you live there? SPEAKER B: Where do you live?

1. She lives there.

6. They are going to live there.

2. The students live there.

7. John will live there.

3. Bob lived there.

8. The students can live there.

4. Mary is living there.

9. Jim has lived there.

5. I was living there.

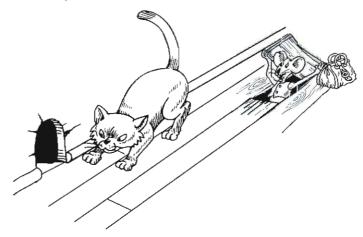
10. Tom has been living there.

5-3 WHERE, WHY, WHEN, AND WHAT TIME QUESTION ANSWER (a) Where did you go? Where asks about place. Paris. Because I didn't feel well.* (b) Why did you stay home? Why asks about reason. Seven-thirty. (c) What time did he come? Around five o'clock. A question with what time asks about time on a clock. A quarter past ten. Seven-thirty. Last night. (d) When did he come? Two days ago. A question with when can be answered by any time expression, as in Monday morning. the sample answers in (d). In 1998.

■ EXERCISE 5. Information questions. (Charts 5-2 and 5-3)

Directions: Create information questions. Use where, why, when, or what time.

- 1. A: When are you going to go downtown?
 - B: Tomorrow. (I'm going to go downtown tomorrow.)
- 2. A:
 - B: At Lincoln Elementary School. (My children go to school at Lincoln Elementary School.)
- 3. A:
 - B: At 1:10. (Class begins at 1:10.)
- 4. A:
 - B: Four years ago. (I met the Smiths four years ago.)
- 5. A:
 - B: It's waiting for a mouse. (The cat is staring at the hole in the wall because it's waiting for a mouse.)



^{*}See Chart 8-6, p. 239, for the use of because. "Because I didn't feel well" is an adverb clause. It is not a complete sentence. In this example, it is the short answer to a question.

☐ EXERCISE 6. Yes/no and information questions. (Charts 5-2 and 5-3)

Directions: Work in pairs to create dialogues. Switch roles after item 6.

Speaker A: Ask a question that will produce the given answer. Speaker B: Give the short answer, and then give a long answer.

Example: After midnight.

SPEAKER A: What time did you go to bed last night?

SPEAKER B: After midnight. I went to bed after midnight last night.

- 1. The day before yesterday.
- 2. Yes, I do.
- 3. Because I wanted to.
- 4. At 8:30.
- 5. Yes, he is.
- 6. At a grocery store.

- 7. Tomorrow afternoon.
- 8. Viet Nam.
- 9. No, I can't.
- 10. Because the weather is . . . today.
- 11. Yeah, sure. Why not?
- 12. I don't know. Maybe.

☐ EXERCISE 7. Questions with WHY. (Chart 5-3)

Directions: Work in pairs to create dialogues. Switch roles after item 4.

Speaker A: Say the sentence in the book.

Speaker B: Ask "Why?" or "Why not?" and then ask the full why-question.

Speaker A: Make up an answer to the question.

Example: I can't go with you tomorrow.

SPEAKER A: I can't go with you tomorrow.

SPEAKER B: Why not? Why can't you go with me tomorrow?

SPEAKER A: Because I have to study for a test.

- 1. I ate two breakfasts this morning.
- 2. I don't like to ride on airplanes.
- 3. I'm going to sell my guitar.
- 4. I didn't go to bed last night.
- 5. I'm happy today.
- 6. I had to call the police last night.
- 7. I can't explain it to you.
- 8. I'm not speaking to my cousin.

QUESTION	ANSWER	In (a): Who is used as the subject (s) of a question.
s (a) Who came? O (b) Who(m) did you see?	Someone came. S O I saw someone.	In (b): Who(m) is used as the object (0) in a question. Whom is used in formal English. In everyday spoken English, who is usually used instead of whom: FORMAL: Whom did you see? INFORMAL: Who did you see?
s (c) What happened? O (d) What did you see?	Something happened. S O I saw something.	What can be used as either the subject or the object in a question. Notice in (a) and (c): When who or what is used as the subject of a question, usual question word order is not used; no form of do is used: CORRECT: Who came? INCORRECT: Who did come?

	QUESTION		ANSWER	
1. ,	Who k	nows?	Someone knows.	
2.	Who(n	n) did you aski	I asked someone .	
3.			Someone knocked on the	e door.
4.	H		Sara met someone.	
5.			Mike learned something	
6.			Something changed Ann	,
٠.				s mine
7	9. Ques ctions: Cre A:	ions with WHO, ate questions. Use Ald you se ident. (I saw an a	Ann is talking about some WHO(M), and WHAT. (Chart 5-4) e who, whom, or what.	
7	9. Ques ctions: Cre A:	ions with WHO, ate questions. Use Ald you se ident. (I saw an a	Ann is talking about some WHO(M), and WHAT. (Chart 5-4) to who, whom, or what.	
7	9. Ques ctions: Cre A:	ions with WHO, ate questions. Use the did you se ident. (I saw an ident. (Mary saw	Ann is talking about some WHO(M), and WHAT. (Chart 5-4) e who, whom, or what. 2? ccident.) an accident.)	
7	9. Ques ctions: Cre A:	ions with WHO, ate questions. Us at aid you se ident. (I saw an	Ann is talking about some WHO(M), and WHAT. (Chart 5-4) to who, whom, or what.	
7	9. Quest ctions: Cre A:	ions with WHO, ate questions. Use the did you se ident. (I saw an ident. (Mary saw	Ann is talking about some WHO(M), and WHAT. (Chart 5-4) e who, whom, or what. 2? ccident.) an accident.) WHAT	

WHO(M)

^{*}A preposition may come at the beginning of a question in very formal English:

*About whom (NOT who) is Ann talking?

In everyday English, a preposition usually does not come at the beginning of a question.

5.	A:	
	B:	Mary. (Mary saw John.)
6.	A:	
	B:	An accident. (An accident happened.)
7.	A:	
	B.	A new coat. (Alice bought a new coat.)
8.	A:	
	B:	Alice. (Alice bought a new coat.)
9.	A:	
	B:	A map of the world. (I'm looking at a map of the world.)
10.	A:	
	B:	Jane. (I'm looking at Jane.)
11.	A:	
	B:	The secretary. (I talked to the secretary.)
	B:	His problems. (Tom talked about his problems.)
13.	A:	
		The board. (The teacher looked at the board.)
14.	A:	the state of the s
		The teacher. (The teacher looked at the board.)
15.	A:	
	B:	The students. (The teacher looked at the students.)
16.	A:	
	B:	An amphibian. (A frog is an amphibian.)
17.	A:	
	B:	An animal that can live on land or in water. (An amphibian is an animal that can
		live on land or in water.)
	B:	Mostly insects. (Frogs eat mostly insects.)



■ EXERCISE 10. Questions with WHO, WHO(M), and WHAT. (Chart 5-4)

Directions: Work in pairs.

Speaker A: Complete each question with who, whom, or what.

Speaker B: Answer the question.

Example: . . . are you currently reading?

SPEAKER A: What are you currently reading?

SPEAKER B: A novel about a cowboy.

- 1. . . . do you like to read?
- 2. . . . do you like to spend a lot of time with?
- 3. . . . is your idea of the perfect vacation?
- 4. . . . do you like to spend your vacations with?
- 5. . . . are the most important people in your life?

Switch roles.

5-5

did

is

- 6. ... was the most memorable event of your childhood?
- 7. . . . stresses you out?
- 8. . . . do you need that you don't have?
- 9. . . . would you most like to invite to dinner? The person can be living or dead.
- 10. . . . has had the most influence on you in your life?

SPOKEN ONLY is (a) "When's he coming?" "Why's she late?" (b) "What're these?" "Who're they?" Is, are, did, and will are usually contracted with question words in speaking. These contractions are usually NOT written.

SPOKEN AND WRITTEN CONTRACTIONS WITH

will (d) "Where'll you be?"
"When'll they be here?"

(c) "Who'd you see?"
"What'd you do?"

spoken
(e) "Where's Ed?"
"What's that?"
"Who's he?"

WRITTEN

(f) Where's Ed? What's that? Who's he? Only contractions with *is* and *where*, *what*, or *who* are commonly used in writing.*

☐ EXERCISE 11. Spoken contractions with question words. (Chart 5-5)

Directions: Listen to your teacher say the following questions in contracted speech, and practice saying them yourself.

1. Where is my book?

- 3. Why is Anita absent?
- 2. What is in that drawer?
- 4. Who is that man?

^{*}Contractions are used in informal writing, such as letters to friends or e-mails, but are generally not appropriate in more formal writing, such as in magazine articles or reference books.



- 5. Who are those men?
- 6. Where are you going?
- 7. What are you doing?
- 8. Where did Bob go last night?
- 9. What did you say?

- 10. Why did you say that?
- 11. Who did you see at the party?
- 12. Where will you be?
- 13. When will you arrive?
- 14. Who will meet you at the airport?

\square EXERCISE 12. Information questions. (Charts 5-2 \rightarrow 5-5)

Directions: Create any appropriate question for the given answer.

Example: Larry.

→ Who is the fax from? Who(m) did you go to the movie with? Etc.

1. Yesterday.

- 6. Because I was tired.
- 2. A new pair of shoes.
- 7. A sandwich.

3. Mr. Soto.

8. I don't know.

4. Six-thirty.

9. Tomorrow.

5. To the 200.

10. My brother.

EXERCISE 13. Asking for the meaning of a word. (Chart 5-4)

Directions: Ask your classmates for the meaning of each italicized word in the sentences below. Refer to a dictionary as necessary. Work in groups or as a class.

Example: It's raining. Perhaps we should take a taxi.

STUDENT A: What does "perhaps" mean? STUDENT B: "Perhaps" means "maybe."

- 1. Water is essential to all forms of life on earth.
- 2. Why do soap bubbles float?
- 3. I think Carol's mad.
- 4. Some fish bury themselves in sand on the ocean bottom and live their entire lives
- 5. Mr. Chan gently put his hand beneath the baby's head.
- 6. I grabbed my briefcase and started running for the bus.
- 7. We walked hand in hand through the orchard.*
- 8. Mark and Olivia went to Hawaii on their honeymoon.
- 9. I'm not very good at small talk, so I avoid social situations like cocktail parties.
- 10. Mr. Weatherbee liked to have hedges between his house and his neighbors' houses. He planted the bushes close together so that people couldn't see through them.

^{*}To ask for the meaning of a noun, two question forms are common. For example, using the noun "pocket": What does "pocket" mean? OR What is a pocket? What are pockets?

QUESTION	ANSWER	What + a form of do is used to ask questions about
(a) What does Bob do every morning?	He goes to class.	activities. Examples of forms
b) What did you do yesterday?	I went downtown.	of do: am doing, will do, are
c) What is Anna doing (right now)?	She's studying.	going to do, did, etc.
d) What are you going to do tomorrow?	I'm going to go to the beach.	
(e) What do you want to do tonight?	I want to go to a movie.	
(f) What would you like to do tomorrow?	I would like to visit Jim.	
(g) What will you do tomorrow?	I'll go downtown.	
(h) What should I do about my headache?	You should take an aspirin.	

	4. Using WHAT $+$ a form of DO. (Chains: Create questions. Use what $+$ a form	
1. A:	What are you doing	right now?
B:	I'm studying.	
2. A:		last night?
B:	I studied.	
3. A:		tomorrow?
B:	I'm going to visit my relatives.	
4. A:		tomorrow?
B:	I want to go to the beach.	
5. A:		this evening?
B:	I would like to go to a movie.	
6. A:		tomorrow?
B:	I'm planning to stay home and relax most	of the day.
7. A:		in class every day?
B:	I study English.	
8. A:		(for a living)?*
B:	I'm a teacher.	

^{*}What do you do? has a special meaning. It means: What is your occupation, your job? Another way of asking the same question: What do you do for a living?

9. A	C. S. State State State of Control	when he stopped you for speeding?
	: He (the police officer) gave me a ticket.	when he stopped you for operang.
10. A	i:	in the winter?
В	: It (a bear) hibernates.	
	The state of the s	

11.	A:	I have the hiccups.
	B:	You should drink a glass of water.
12.	A:	?
	B:	He (Mr. Rice) is a businessman. He works for General Electric.
	A:	
	B:	She (Mrs. Rice) designs websites. She works for an Internet company.

■ EXERCISE 15. Using WHAT + a form of DO and verb tense review. (Chart 5-6) Directions: Work in pairs. Ask a classmate a question. Use what + do.

Example: tomorrow

SPEAKER A: What are you going to do tomorrow? / What do you want to do tomorrow? / What would you like to do tomorrow? / Etc.

SPEAKER B: (Answer the question.)

Switch roles.

7. this morning 1. last night

2. right now 8. last weekend

9. on weekends 3. next Saturday

10. after class yesterday 4. this afternoon

5. tonight 11. after class today

6. every morning 12. since you arrived in this city

5-7	USING WHAT KIND	OF	
QU	JESTION	ANSWER	What kind of asks for
(a) W	that kind of shoes did you buy?	Boots. Sandals. Tennis shoes. Loafers. Running shoes. High heels. Etc.	information about a specific type (a specific kind) in a general category. In (a): general category = shoes specific kinds = boots sandals tennis shoes etc.
(b) W	That kind of fruit do you like best?	Apples. Bananas. Oranges. Grapefruit. Grapes. Strawberries. Etc.	In (b): general category = fruit specific kinds = apples bananas oranges etc.
] EXE		estion. Give other possible ans	•
		oes are you wearing?	
	B: Boots. (Other possible	answers: <u>loafers/runni</u>	ng shoes/etc.
	2. A: What kind of	eat do you eat most	often?
	B: Beef. (Other possible a	inswers:chicken/lamb	/pork/etc.
	3. A: What kind of	do you like best?	-
	B: Rock 'n roll. (Other p		

4. A: What kind of _____ would you like to have?

5. A: What kind of _____ do you like to read?

B: A Mercedes-Benz. (Other possible answers: _____)

B: Science fiction. (Other possible answers: ______)

6. A	: What kind of	do you have?
В	3: (Other possible answers:)
7. A	: What kind of	do you like best?
В	3: (Other possible answers:)
8. A	: What kind of	is () wearing?
В	3: (Other possible answers:)
kind Exan		own the following things. Ask them questions using what era?
	KER B: Yes.*	
	KER A: What kind of camer KER B: I have a 35-millimer	•
2. a 3. a 4. a	TV 7. 8 bicycle 8. 8	a computer a watch a dog a cell phone (use your own words)

5-8 U	JSING WHICH	
	May I borrow a pen from you? Sure. I have two pens. This pen has black ink. That pen has red ink. Which pen do you want? OR Which one do you want? OR Which do you want?	In (a): Ann uses which (not what) because she wants Tom to choose. Which is used when the speaker wants someone to make a choice, when the speaker is offering alternatives: this one or that one; these or those.
BOB:	I like these earrings, and I like those, too. Which (earrings/ones) are you going to buy? I think I'll get these.	Which can be used with either singular or plural nouns.
	Here's a photo of my daughter's class. Very nice. Which one is your daughter?	Which can be used to ask about people as well as things.
вов:	My aunt gave me some money for my birthday. I'm going to take it with me to the mall. What are you going to buy with it? I haven't decided yet.	In (d): The question doesn't involve choosing from a particular group of items, so Bob uses what, not which.

^{*}If the answer is "no," ask another question from the list.

	18. WHICH vs. WHAT. (Chart 5-8) ctions: Complete the questions with which or what.
	A: This hat comes in brown and in gray. Which color do you think your husband would prefer? Gray, I think.
	A: I've never been to Mrs. Hall's house. What color is it? B: Gray.
	A: I have two dictionaries one do you want? B: The Arabic–English dictionary, not the English–English one.
; ;	A: May I help you? 3: Please. A: are you looking for? 3: An Arabic–English dictionary. A: Right over there in the reference section. 3: Thanks.
	A: did you get on your last test? B: I don't want to tell you. It was an awful grade.
	A: If I need only half an onion, half should I use and half should I save? B: Save the root half. It lasts longer.
☐ EXERCISE Dire	19. WHICH vs. WHAT. (Chart 5-8) ctions: Create questions. Use which or what.
1.	A: I have two books. Which book/Which one/Which do you want? B: That one. (I want that book.)
	A: What did you buy when you went shopping? B: A book. (I bought a book when I went shopping.)
	A: Could I borrow your pen for a minute? B: Sure. I have two. A: That one. (I would like that one.)
	A: B: A pen. (Chris borrowed a pen from me.)
	A:
	B:

6.	A:	D_0	you	like	this	tie?
----	----	-------	-----	------	------	------

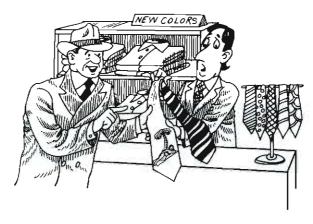
B: Yes.

A: Do you like that tie?

B: It's okay.

A:

B: This one. (I'm going to buy this one.)



7.	A:	Tony and	I went	shopping.	Ι	got	some	new	shoes

A: A tie. (Tony got a tie.)

8. A: Did you enjoy your trip to Europe?

B: Yes, I did. Very much.

A:

B: Poland, Germany, Czechoslovakia, and Italy. (I visited Poland, Germany, Czechoslovakia, and Italy.)*

B: Poland. (I enjoyed visiting Poland the most.)

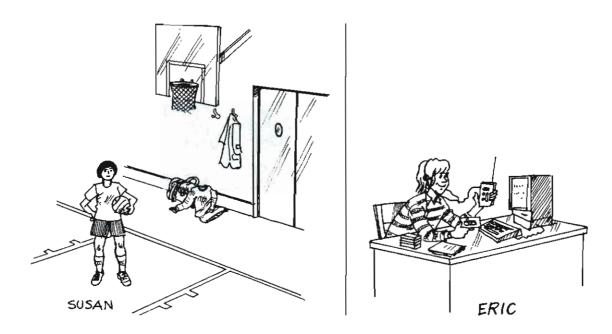
5-9 USING WHOSE		
QUESTION	ANSWER	Whose asks about possession.* Notice in (a): The speaker of the
(a) Whose (book) is this?(b) Whose (books) are those?(c) Whose car did you borrow?	It's John's (book). They're mine (OR my books). I borrowed Karen's (car).	question may omit the noun (book) if the meaning is clear to the listener.
COMPARE (d) Who's that? (e) Whose is that?	Mary Smith. Mary's.	Who's and whose have the same pronunciation. Who's = a contraction of who is Whose = asks about possession.

^{*}See Charts 6-11, p. 173, and 6-12, p. 176, for ways of expressing possession.

^{*}The difference between what country and which country is often very small.

☐ EXERCISE 20. Using WHOSE. (Chart 5-9)

Directions: Create questions with whose or who. The things near Susan belong to her. The things near Eric belong to him. Point to the things and people in the pictures when you ask some of the questions.



1. A	1: Whose basketball is	this?
I	3: Susan's. (It's Susan's basketball.)	
2. 8	A: Who is	this?
J	3: Susan. (This is Susan.)	
3. <i>E</i>	A:	that?
	3: Eric's. (It's Eric's notebook.)	
4. /	A:	these?
]	3: Eric's. (They're Eric's tapes.)	
5. <i>I</i>	A:	that?
	3: Eric. (That is Eric.)	
6. <i>I</i>	A:	those?
	3: Susan's. (They're Susan's clothes.)	
7. 1	A:	that?
]	3: Susan's. (It's Susan's coat.)	
8. /	A:	_ in a gym?
	3: Susan. (Susan is in a gym.)	

	9. A:	sitting down?
	B: Eric. (Eric is sitting down.)	
	10. A:	longer?
	B: Eric's. (Eric's hair is longer tha	n Susan's.)
EXER	CISE 21. Using WHOSE. (Chart 5-9))
	Directions: Ask and answer questions at examples. Talk about things in the class	oout possession. Follow the pattern in the sroom.
	Example: pen	
	SPEAKER A: Is this your pen? / Is this (SPEAKER B: No, it isn't.	pen) yours?
	SPEAKER A: Whose is it?	
	SPEAKER B: It's Ali's.	
	Example: pens	
	SPEAKER A: Are these Yoko's (pens)? /	Are these (pens) Yoko's?
	SPEAKER B: No, they aren't.	
	SPEAKER A: Whose are they? SPEAKER B: They're mine.	
	1. dictionary 5. bookbag	9. purse
	2. books 6. briefcase	10. calculator
	3. notebook 7. glasses	11. things
	4. papers 8. backpack	12. stuff*
☐ EXER	CISE 22. Review: information ques	tions. (Charts 5-2 → 5-9)
	The state of the s	ions for the given answers. Use any appropriate
	question word.	
	Example: I'm reading. SPEAKER A: What are you doing?	
	SPEAKER B: I'm reading.	
	-	Switch roles.
	1. They're mine.	7. Jazz.
	2. I'm going to study.	8. Because I didn't feel good.
	3. A Toyota.	9. This one, not that one.
	4. Mr. (). 5. It's ()'s.	10. ()'s.11. A couple of days ago.
	6. It means "small."	12. India.

^{*}Stuff is used in informal spoken English to mean miscellaneous things. For example, when a speaker says, "This is my stuff," the speaker may be referring to pens, pencils, books, papers, notebooks, clothes, etc. (Note: stuff is a noncount noun; it never has a final -s.)

\square EXERCISE 23. Asking questions. (Charts 5-1 \rightarrow 5-9)

Directions: Work in pairs.

Speaker A: Choose any one of the possible answers below and ask a question that would

produce that answer.

Speaker B: Decide which answer Speaker A has in mind and answer his/her question. Pay special attention to the form of Speaker A's question. Correct any errors.

Alternate asking questions. (First Speaker A asks a question and Speaker B answers. Next Speaker B asks a question and Speaker A answers.)

Example:

SPEAKER A: What is Maria's favorite color?

SPEAKER B: (Speaker B reviews the list of possible answers below and chooses the appropriate one.) Pink.

Possible answers:

Cheese.

Sure! Thanks! Probably.

Call the insurance company. The teacher's.

Next week. Not that one. The other one.

A rat. A Panasonic or a Sony.

Mr. (...). Pink.

Answering your questions. No, a friend of mine gave them to me a few

days ago.

Mine. Historical fiction.

Eight-thirty. Study, and then watch a movie.

Her husband. On the Internet.

QUESTION	ANSWER	How has many uses. One use of how is to ask about means	
(a) How did you get here?	I drove./By car. I took a taxi./By taxi. I took a bus./By bus. I flew./By plane. I took a train./By train. I walked./On foot.	(ways) of transportation.	
(b) How old are you? (c) How tall is he? (d) How big is your apartment?	Twenty-one. About six feet. It has three rooms.	How is often used with adjectives (e.g., old, big) and adverbs (e.g., well, quickly).	
(e) How sleepy are you? (f) How hungry are you?	Very sleepy. I'm starving.		
(g) How soon will you be ready? (h) How well does he speak English? (i) How quickly can you get here?	In five minutes. Very well. I can get there in 30 minutes.		

		using HOW. (Chart 5-10) uns: Create questions with how.
1.	A:	How old is your daughter?
		Ten. (My daughter is ten years old.)
2.	A:	
	B:	Very important. (Education is very important.)
3.	A:	
	B:	By bus. (I get to school by bus.)
4.	A:	
		Very, very deep. (The ocean is very, very deep.)
5.	A:	
		By plane. (I'm going to get to Denver by plane.)
6.	A:	
		Not very. (The test wasn't very difficult.)
7.	A:	
		It's 29,028 feet high. (Mt. Everest is 29,028 feet high.)*
_		

QUESTION	ANSWER	How often asks about frequency.	out
(a) How often do you go shopping?	Every day. Once a week. About twice a week. Every other day or so.* Three times a month.	mequency.	
(b) How many times a day do you eat? How many times a week do you go	Three or four.	Other ways of askin	g how
shopping?	Two.	#132-20	a day
How many times a month do you go to the post office?	Once.	how many times	a mone
How many times a year do you take a vacation?	Once or twice.		a year

B: I walked. (I walked to school today.)

^{*}Every other day means "Monday yes, Tuesday no, Wednesday yes, Thursday no," etc. Or so means "approximately."

^{*29,028} feet = 8,848 meters.

■ EXERCISE 25. Using HOW OFTEN. (Chart 5-11)

Directions: Work in pairs.

Speaker A: Ask a question with how often or how many times a

day/week/month/year.

Speaker B: Answer the question. (Possible answers are suggested in the list of frequency

expressions.)

Example: eat lunch at the cafeteria

SPEAKER A: How often do you eat lunch at the cafeteria?

SPEAKER B: About twice a week.

a lot	every`	
occasionally*	every other	
once in a while	once a	, , , , , , , , , , , , , , , , , , ,
not very often	twice a	day/week/month/year
hardly ever	three times a	
almost never	ten times a	
never	•	,

Switch roles.

1. play cards

2. get on the Internet

3. go out to eat

4. cook your own dinner

5. read a newspaper

6. get your hair cut

7. buy a toothbrush

8. go to a laundromat

9. go swimming

10. be late for class

11. attend a wedding

12. see a falling star

5-12 USING HOW FAR				
(a) It is 289 miles for (b) It is 289 miles	from St. Louis to Chicago.* from St. Louis to Chicago. from Chicago to St. Louis. to Chicago from St. Louis. to St. Louis from Chicago.	The most common way of expressing distance It is + distance + from/to + to/from In (b): All four expressions with from and to have the same meaning.		
 (c) A: How far is it from St. Louis to Chicago? B: 289 miles. (d) A: How far do you live from school? B: Four blocks. 		How far is used to ask questions about distance.		
(e) How many miles is it from St. Louis to Chicago? (f) How many kilometers is it to Montreal from here? (g) How many blocks is it to the post office?		Other ways to ask how far: how many miles how many kilometers how many blocks		

^{*1} mile = 1.60 kilometers.

1 kilometer = 00.614 mile.

^{*}Notice: Occasionally is spelled with two "c"s but only one "s."

	5. Using HOW FAR. (Chart 5-12) ons: Create questions.					
1. A:	1. A: How far is it to Chicago from New Orleans?					
B:	919 miles. (It's 919 miles to Chicago from New Orleans.)					
2. A:						
B:	257 kilometers. (It's 257 kilometers from Montreal to Quebec.)					
3. A:						
B:	Six blocks. (It's six blocks to the post office.)					
4. A:	I had a terrible day yesterday.					
B:	What happened?					
A:	I ran out of gas while I was driving to work.					
B:	before you ran out of gas?					
A:	To the junction of I-90 and 480. (I got to the junction of I-90 and 480.) Luckily, there was a gas station about half a mile down the road.					
EXERCISE 2	7. Using HOW FAR. (Chart 5-12)					
Directio	ons: Bring road maps of your geographical area to class. In small groups, look at a your area and ask each other questions with how far.					

5-13 LENGTH OF TIME: IT + TAKE AN	D HOW LONG	
IT + TAKE + (SOMEONE) + LENGTH + INFINITIVE OF TIME	It + take is often used with time words and an infinitive to express length of time, as in (a) and (b). An infinitive = to + the simple form of a verb.* In (a): to cook is an infinitive.	
(a) It takes 20 minutes to cook rice. (b) It took Al two hours to drive to work.		
(c) How long does it take to cook rice? —20 minutes. (d) How long did it take Al to drive to work today? —Two hours. (e) How long did you study last night? —Four hours. (f) How long will you be in Hong Kong? —Ten days.	How long asks about length of time.	
(g) How many days will you be in Hong Kong?	Other ways of asking how long:	
	how many + minutes hours days weeks months years	

^{*}See Chart 13-3, p. 373.

8. Length of time. (Chart 5-13) ions: Create sentences using it + take to express length of time.
drove to Madrid. (Length of time: three days)
It took me three days to drive to Madrid.
valk to class. (Length of time: twenty minutes)
ino finished the test. (Length of time: an hour and a half)
e will drive to the airport. (Length of time: forty-five minutes)
an hitchhiked to Alaska. (Length of time: two weeks)
wash my clothes at the laundromat. (Length of time: two hours)
9. Length of time. (Chart 5-13) ions: Use it + take.
ow long does it take you to
eat breakfast? -> It takes me ten minutes to eat breakfast.
get to class?
write a short paragraph in English?
read a 400-page novel?
enerally speaking, how long does it take to
fly from (name of a city) to (name of a city)?
get from here to your hometown? get used to living in a foreign country?
commute from (name of a local place) to (name of a local place) during rush hour?
ions: Create questions using how long. How long did it take you to drive to New York?
Five days. (It took me five days to drive to New York.)
A week. (Mr. McNally will be in the hospital for a week.)
A long time. (It takes a long time to learn a second language.)
Six months. (I've been living here for six months.)
1 - A - D
Six years. (I lived in Istanbul for six years.)
A couple of years. (I've known Nho Pham for a couple of years.)
A couple of years. (I've known Nho Pham for a couple of years.)
A couple of years. (I've known Nho Pham for a couple of years.)
A couple of years. (I've known Nho Pham for a couple of years.) Since 1999. (He's been living in Canada since 1999.)
A couple of years. (I've known Nho Pham for a couple of years.)

☐ EXE	PROISE 31. Length of time. (Chart 5-1. Directions: Work in groups of three. Only Speaker A: Complete the sentence with Speaker B: Ask a question about Speaker Speaker C: Answer the question. Give 1	y Speaker A's book is open. your own words. er A's sentence, using <i>how long</i> .
	Example: It takes me to SPEAKER A: It takes me twenty minutes of the speaker B: How long does it take (Ana) of the speaker C: Twenty minutes. It takes her	ř -
	 It took me to get to school today It usually me to get dressed if It to fly from to It 45 minutes to an hour to 	n the morning.
	 Switch roles. 5. It to change the sheets on a bed. 6. It usually takes me to eat 7. It took me this morning. 	Switch roles. 9. It to walk from to 10. It takes drive 11. It used to take to

QUESTION	ANSWER		
(a) How do you spell "com(b) How do you say "yes" in(c) How do you say/prono word?	n Japanese? Hai.	To answer (a): Spell the word. To answer (b): Say the word. To answer (c): Pronounce the word.	
(d) How are you getting along? (e) How are you doing? (f) How's it going? Great. Fine. Okay. So-so.		In (d), (e), and (f): How is your life? Is your life okay? Do you have any problems? Note: (f) is also used in greetings: Hi, Bob. How's it going?	
(g) How do you feel? How are you feeling?	Terrific! Wonderful! Great! Fine. Okay. So-so. A bit under the weather. Not so good. Terrible!/Lousy./Awful!	The questions in (g) ask about health or about general emotiona state.	
(h) How do you do?	How do you do?	How do you do? is used by bot speakers when they are introduce to each other in a somewhat formal situation.*	

^{*}A: Dr. Erickson, I'd like to introduce you to a friend of mine, Rick Brown. Rick, this is my biology professor, Dr. Erickson.

8. It takes only a few minutes to

12. In class, it takes us approximately . . . to

B: How do you do, Mr. Brown?

C: How do you do, Dr. Erickson? I'm pleased to meet you.

■ EXERCISE 32. More questions with HOW. (Chart 5-14) Directions: Close your books. Divide into two teams. Ask a student on the other team how to spell the word your teacher says. (Alternatively, work in pairs, switching roles after item 9.) Example: country SPEAKER A: How do you spell "country"? SPEAKER B: C-O-N-T-R-Y SPEAKER A: No, that isn't right. The correct spelling is C-O-U-N-T-R-Y. OR Yes, that's right. 1. together 7. different 13. beginning 2. purple 8. foreign 14. intelligent 3. daughter 9. studying 15. writing 4. planned 10. bought 16. occasionally 5. rained 11. people 17. family 6. neighbor 12. beautiful Mississippi ■ EXERCISE 33. More questions with HOW. (Chart 5-14) Directions: Ask your classmates how to say these words in their native languages. Example: yes SPEAKER A: How do you say "yes" in Japanese? SPEAKER B: Hai. 1. Yes. 2. No. 3. Thank you. 4. I love you. ■ EXERCISE 34. More questions with HOW. (Chart 5-14) Directions: Ask your classmates how to pronounce these words. Work in groups or as a class. Example: SPEAKER A: How do you pronounce the number 9? SPEAKER B: (Speaker B pronounces the word.) SPEAKER A: Good. OR No, I don't think that's right. LIST A. (3) (4)(5)(9)(10)(1)(2)(6) (7)(8)beat bit bet bite bait bought bat but boot boat LIST B. (1)(2)(3) (4)(5)(6)(7)(8)(9)(10)zoos Sue's shoes chews choose chose those toes doze dose

	35. Review of HOW. (Charts 5-10 \rightarrow 5-14) ions: Complete the questions.
	: How often do you get a haircut? : About every six weeks, I think/guess.
	does it take to get a haircut at Bertha's Beauty Boutique? Half an hour.
	: is it from the earth to the moon? : Approximately 239,000 miles or 385,000 kilometers.
	: times a day do you brush your teeth? : At least three.
	: does a snake shed its skin? : From once a year to more than six times a year, depending on the kind of snake.
	: is it from your desk to the door? : I'd say about four regular steps or two giant steps.
	times does the numeral 9 appear in the numerals from 1 to 100?
8. A	does a bird's heart beat? It depends on size. A big bird's heart beats more than 300 times a minute. A small bird like a hummingbird has a normal heart beat of more than 600 beats a minute.
	: volcanoes erupt every year? : About 50. But that's just on Earth.
В	: 's it going? : Okay, I guess. What about you? What's new with you? : Nothin' much.
В	: Could you carry this box of books for me? : I'd like to, but I have a bad back is it? : Pretty heavy. That's okay. I'll ask Jack to carry it.
	You blow on your hands to warm them. You blow on your soup to cool it. Imagine that! Hot and cold from the same mouth do you explain that? I don't know do you explain it?

\square EXERCISE 36. Review of HOW. (Charts 5-10 \rightarrow 5-14)

Directions: Create questions for the given answers. Use how in each question.

Example: It's very important.

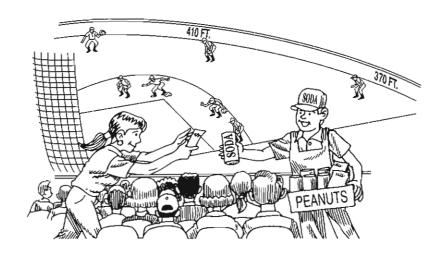
- → How important is good health?
- 1. Very expensive.
- 2. I took a taxi.
- 3. Four hours.
- 4. He's nineteen.
- 5. In five minutes.
- 6. With a knife.
- 7. Every day.
- 8. Three blocks.
- 9. Fine.
- 10. With two "t"s.
- 11. It gets below zero.
- 12. Excellent.

\square EXERCISE 37. Review of questions. (Charts 5-1 \rightarrow 5-14)

Directions: Complete the dialogue with questions. Use any appropriate question words. Work in pairs or as a class.

A: What are you going to do this weekend?

B: I'm going to go to a baseball game.



A: There are two games this weekend.

B: The one on Sunday.

3	yesterday?
: No, I didn't. I didn't know there was a ga	ame yesterday.
: Yes, I did, and I really enjoyed it.	4
5	to the game alone?
No.	
6	with you?
Linda Rivera.	to Sunday's game with?
A guy I work with named Bob Woo. He's	
	to the stadium from your apartment?
No, I can't. It's too far.	
9	?
9 Six miles.	
10	get there?
By bus.	
	get there?
Just twenty minutes.	
	and Sunday
12	start Sunday?
One o'clock.	
I wish I could join you.	to a baseball game?
About once a month. How about you?	13
I go to a baseball game as often as I can.	
14	to baseball games?
• •	much fun to be there and watch it in person.
_	
15	when you go to a game?
I yell, enjoy the sunshine, eat peanuts, and	d drink soda.
That's exactly what I do, too!	

\square EXERCISE 38. Review of questions. (Charts 5-1 \rightarrow 5-14)

Directions: Create questions for the given answers.

Example: I'm reading.

SPEAKER A: What are you doing?

SPEAKER B: I'm reading.

- 1. It means "big."
- 2. Three days ago.
- 3. Once a week.
- 4. Okay.
- 5. By bus.
- 6. Mine.
- 7. Nonfiction.
- 8. B-E-A-U-T-I-F-U-L.
- 9. The park.
- 10. Because I
- 11. 100 (miles/kilometers).
- 12. I'm going to study.
- 13. A bit under the weather.
- 14. How do you do?
- 15. Two hours.
- 16. Six o'clock.

- 17. Mary.
- 18. Blue.
- 19. Cold and wet.
- 20. The one on the red chair.
- 21. Chris's.
- 22. With two "r"s.
- 23. Andy and Ed.
- 24. Five blocks.
- 25, 1989,
- 26. Biochemistry.
- 27. Making questions.
- 28. Saudi Arabia.

In the Middle East.

Oil.

Riyadh.

\square EXERCISE 39. Review of questions. (Charts 5-1 \rightarrow 5-14)

Directions: Work in pairs. Create dialogues from the given words.

Example: ... usually get up?

SPEAKER A: What time do you usually get up?

SPEAKER B: 6:30.

- 1. . . . fruit . . . like best?
- 2. . . . is south of . . . ?
- 3. . . . times a week do you . . . ?
- 4. . . . do tomorrow?
- 5. . . . is it from . . . to . . . ?
- 6. ... in this city?

Switch roles.

- 7. ... is sitting ...?
- 8. . . . should I . . . ?
- 9. . . . do for a living?
- 10. . . . spell "happened"?
- 11. ... take to get to ... from the airport?
- 12. . . . getting along in your English classes?

following topics. What would you like to with your classmates. Maybe some of the Example: tigers	elf), make up questions about some or all of the know about these topics? Share your questions
climb a tree? Do tigers live a	w big is a tiger? Is it bigger than a lion? Can a tige alone or in groups? How many tigers are there in tigers were there one hundred years ago?
2. the universe	4. dinosaurs5. birds6. (a topic of your own choosing)
5-15 USING HOW ABOUT AND	O WHAT ABOUT
 (a) A: We need one more player. B: How about (what about) Jack? Let's ask him if he wants to play. (b) A: What time should we meet? B: How about (what about) three o'clock? 	How about and what about have the same meaning and usage. They are used to make suggestions or offers. How about and what about are followed by a noun (or pronoun) or the -ing form of a verb.
 (c) A: What should we do this afternoon? B: How about going to the zoo? (d) A: What about asking Sally over for dinner next Sunday? B: Okay. Good idea. 	Note: <i>How about</i> and <i>what about</i> are frequently used in informal spoken English, but are usually not used in writing.
 (e) A: I'm tired. How about you? B: Yes, I'm tired too. (f) A: Are you hungry? B: No. What about you? A: I'm a little hungry. 	How about you? and What about you? are used to ask a question that refers to the information or question that immediately preceded it. In (e): How about you? = Are you tired? In (f): What about you? = Are you hungry?
EXERCISE 41. HOW ABOUT and WHAT ABOUT ABOUT ABOUT ABOUT AND ABOUT ABOUT ABOUT AND ABOUT ABOUT ABOUT ABOUT ABOUT ABOUT ABOUT AND ABOUT ABOU	
1. A: What time do you wa	int to meet for dinner ?
B: How about hine or hine-	
A: That's too late for me. How abo	out <u>eight</u> ?

A: Then what about ______

B: No, Tuesday's not good for me.

B: Okay. That's fine.

3. A.	would like to go to with us?
B:	can't go with us because
	Then how about ?
B:	Then now about:
	Do you like fish?
	·
	Yes, very much. How about
A:	Yes, I like fish a lot. In fact, I think I'll order fish for dinner tonight. That sounds
	good. What about?
В:	
Direction	2. HOW ABOUT and WHAT ABOUT. (Chart 5-15) ons: Complete the dialogues by using <i>How about you?</i> or <i>What about you?</i> and ropriate response.
SPEAKE	le: R A: What are you going to do over vacation? R B: I'm staying here. What about (How about) you? R A: I'm going to Texas to visit my sister.
B:	Did you like the movie? It was okay, I guess
B:	Are you going to the company picnic? I haven't decided yet
B :	Do you like living in this city? Sort of
B:	What are you going to have? Well, I'm not really hungry. I think I might have just a salad
B:	Where are you planning to go to school next year? A small college in California
B:	Are you married?

■ EXERCISE 43. HOW ABOUT and WHAT ABOUT. (Chart 5-15)

Directions: Work in pairs.

Speaker A: Read the cue. Your book is open.

Speaker B: Respond by asking a question with how about or what about. Your book is

Speaker A: Respond to Speaker B's suggestion.

Example:

SPEAKER A: I'm looking for a good book to read. Do you have any suggestions?

SPEAKER B: How about (What about) Tom Sawyer by Mark Twain? That's a good book.

SPEAKER A: I've already read it. / Okay. Do you have a copy I could borrow? / Etc.

- 1. I'm glad we're having dinner together this evening, (...). What time should we get together?
- 2. I can't figure out what to give my sister for her birthday.
- 3. I'm hungry, but I'm not sure what I want to eat.
- 4. We have a whole week of vacation. Where should we go?

Switch roles.

- 5. I need to talk to you on the phone this evening. What time should I call you?
- 6. Where should we go for dinner tonight?
- 7. I've already asked (...) and (...) to my party. Who else should I ask?
- 8. Some friends are coming to visit me this weekend. They said they wanted to see some of the interesting places in the city. I'm wondering where I should take them.

EXERCISE 44. HOW ABOUT and WHAT ABOUT. (Chart 5-15)

Directions: Work in pairs.

Speaker A: The given questions are conversation openers. Glance at a question quickly, then look up—directly into the eyes of Speaker B—and initiate the conversation. Your book is open.

Speaker B: Answer Speaker A's question. Then ask "How about you?" or "What about you?" to continue the conversation. Your book is closed.

Speaker A: Answer the question. Then continue the conversation by asking related questions.

Example: What kind of books do you like to read?

SPEAKER A: What kind of books do you like to read?

SPEAKER B: Mostly nonfiction. I like books about nature or history. How about you?

SPEAKER A: I like fiction. I read a lot of novels. Mysteries are my favorite. What about you? Do you ever read mysteries?

SPEAKER B: No, not really. But I like to read poetry. How about you? Do you ever read poetry?

SPEAKER A: Etc.

- 1. How long have you been living in (this city or country)?
- 2. What are you going to do after class today?
- 3. What kind of movies do you like to watch?

Switch roles.

- 4. Do you come from a large family?
- 5. What kind of sports do you enjoy?
- 6. Do you speak a lot of English outside of class?

5-16 TAG QUESTIONS				
 (a) You know Bob Wilson, (b) Marie is from Paris, (c) Jerry can play the piano, NEGATIVE (-) (d) You don't know Jack Smith, (e) Marie isn't from Athens, 	NEGATIVE don't you isn't she? can't he? AFFIRMAT do you? is she? can he?	?	A tag question is a question the end of a sentence. An a in a tag question. When the main verb is affir question is negative. When the main verb is negative affirmative.	muxiliary verb is used
In using a tag question, a speaker gives his idea while asking a question at the same time. In (g) and (h) below: I (the speaker) use a tag question because I expect you (the listener) to tell me that my information or my idea is correct. As with other kinds of questions, a speaker usually uses a rising intonation at the end of a tag question.*				
(g) I think that you know Bob Wilson.		You know	THE SPEAKER'S QUESTION You know Bob Wilson, don't you? You don't know Jack Smith, do you? You, I don't.	
COMPARE (i) A: Do you know Tom Lee? (a yes/no question) B: Yes, I do. OR No, I don't. (j) A: You know Tom Lee, don't you? (a tag question) B: Yes, I do.		In (i): The speaker has no i simply looking for informat In (j): The speaker believes knows Tom Lee. The speak that his idea is correct.	tion. that the listener	

- *Sometimes a falling intonation is used with tag questions. For example:
 - A: It's a beautiful day today, isn't it? (voice falling rather than rising)
 - B: Yes, indeed. The weather's perfect.

A speaker uses falling intonation for a tag question when he is making an observation, commenting on something rather than making sure his information is correct. In the example, the speaker is making a comment about the weather to invite conversation.

Other examples: That was a good movie, wasn't it? Mr. Smith is a good teacher, isn't he? It's really hot today, isn't it?

EXERCISE 45. Tag questions. (Chart 5-16) Directions: Add tag questions and give the expected answers.		
1. A: You are a student,aven't you?		
B: Yes, I am		
2. A: Ahmed came to class yesterday,	?	
В:		

٠.	A: Pedro was in class too,?
	B:
4.	A: Anna will be at the meeting tomorrow,?
	B:
5.	A: You can speak Spanish,?
	B:
6.	A: Our teacher didn't give us a homework assignment,
	B:
7.	A: You haven't eaten dinner yet,?
	B:
0	A: All birds lay eggs,?
ο.	
XERCIS	E 46. Use of auxiliary verbs in tag questions. (Chart 5-16)
EXERCIS Di	E 46. Use of auxiliary verbs in tag questions. (Chart 5-16)
EXERCIS Dia 1.	E 46. Use of auxiliary verbs in tag questions. (Chart 5-16) rections: Add tag questions. Mr. Adams was born in England,wasn't he?
EXERCIS Dia 1. 2.	E 46. Use of auxiliary verbs in tag questions. (Chart 5-16) sections: Add tag questions. Mr. Adams was born in England,? Flies can fly upside down,?
EXERCIS Dia 1. 2. 3.	E 46. Use of auxiliary verbs in tag questions. (Chart 5-16) rections: Add tag questions. Mr. Adams was born in England,? Flies can fly upside down,? Po lives with his brother,?
EXERCIS Div	E 46. Use of auxiliary verbs in tag questions. (Chart 5-16) sections: Add tag questions. Mr. Adams was born in England,? Flies can fly upside down,?
1. 2. 3. 4. 5.	E 46. Use of auxiliary verbs in tag questions. (Chart 5-16) rections: Add tag questions. Mr. Adams was born in England,? Flies can fly upside down,? Po lives with his brother,? Mike isn't married,?
1. 2. 3. 4. 5. 6.	B:
1. 2. 3. 4. 5. 6. 7.	B:
1. 2. 3. 4. 5. 6. 7. 8. 9.	E 46. Use of auxiliary verbs in tag questions. (Chart 5-16) **ections:* Add tag questions. Mr. Adams was born in England,
1. 2. 3. 4. 5. 6. 7. 8. 9.	E 46. Use of auxiliary verbs in tag questions. (Chart 5-16) rections: Add tag questions. Mr. Adams was born in England,
EXERCIS Dia 1. 2. 3. 4. 5. 6. 7. 8. 9. 10.	E 46. Use of auxiliary verbs in tag questions. (Chart 5-16) **ections:* Add tag questions. Mr. Adams was born in England,

^{*}When this or that is used in the first part of the sentence, it is used in the tag question: This is your book, isn't it?

When these or those is used in the first part of the sentence, they is used in the tag question: These are your shoes, aren't they?

13.	That is Ivana's dictionary,			
14.	Those are your gloves,	;		
15.	The average lifespan of a horse is more than 4	0 years,		_ ?
	And sea turtles can live to be more than 200,		3	



■ EXERCISE 47. Tag questions. (Chart 5-16)

Directions: Ask and answer tag questions.

Speaker A: Ask a tag question about someone in the room. Ask the person directly or

direct the question to another classmate, as you prefer.

Speaker B: Answer.

Example: You think that someone in this room lives in an apartment.

SPEAKER A: (Maria), you live in an apartment, don't you?

SPEAKER B: Yes, I do. OR No, I don't.

Example: You think that someone in this room doesn't own a car.

SPEAKER A: (Maria), (Ali) doesn't own a car, does he?

SPEAKER B: No, he doesn't. OR Yes, he does. OR I don't know.

You think that someone in this room . . .

- 1. was in class yesterday.
- 2. didn't come to class a few days ago.
- 3. isn't married.
- 4. is from (country).
- 5. can't speak (language).
- 6. likes to play (name of a sport).
- 7. will be in class tomorrow.
- 8. can whistle.
- 9. knows (name of a person).
- 10. has met (name of a person).
- 11. wore jeans to class yesterday.
- 12. has brown eyes.

☐ EXERCISE 48. Summary: creating and roleplaying dialogues. (Chapter 5)

Directions: Work in pairs. Together create a long dialogue for one of the following situations. Present your dialogue to the class. The beginning of the dialogue is given.

1. SITUATION: The dialogue takes place on the telephone.

Speaker A: You are a travel agent. Speaker B: You want to take a trip.

DIALOGUE: A: Hello. Worldwide Travel Agency. May I help you?

B: Yes. I need to make arrangements to go to

A: Etc.

2. SITUATION: The dialogue takes place at a police station.

Speaker A: You are a police officer.

Speaker B: You are the suspect of a crime.

DIALOGUE: A: Where were you at eleven o'clock on Tuesday night, the 16th of last month?

B: I'm not sure I remember. Why do you want to know, Officer?

3. SITUATION: The dialogue takes place in an office.

Speaker A: You are the owner of a small company.

Speaker B: You are interviewing for a job in Speaker A's company.

DIALOGUE: A: Come in, come in. I'm (. . .). Glad to meet you.

B: How do you? I'm (. . .). I'm pleased to meet you.

A: Have a seat, (. . .).

B: Thank you.

A: So you're interested in working at (make up the name of a company)?

B: Yes, I am.

A: Etc.

CONTENTS 6-1 Pronunciation of final -s/-es 6-10 Personal pronouns: subjects and objects 6-2 Plural forms of nouns 6-11 Possessive nouns 6-3 Subjects, verbs, and objects 6-12 Possessive pronouns and adjectives Objects of prepositions 6-13 Reflexive pronouns 6-4 Prepositions of time 6-14 Singular forms of other: another vs. 6-5 6-6 Word order: place and time the other 6-7 Subject-verb agreement 6-15 Plural forms of other: other(s) vs. the Using adjectives to describe nouns other(s) 6-8 Using nouns as adjectives 6-9 6-16 Summary of forms of other

■ EXERCISE 1. Preview: grammar terms. (Chapter 6)

Directions: This exercise previews grammar terms used in this chapter. Identify the *italicized* word in each sentence as a NOUN, ADJECTIVE, PREPOSITION, or PRONOUN.

1.	Eric is wearing a new shirt today.	shirt	noun
2.	Algeria is in North Africa.	in	preposition
3.	Steve is in Asia. He is traveling.	he	pronoun
4.	I'm thirsty.	thirsty	adjective
5.	We have class in this room every day.	room	
6.	I know my way to Joanna's house.	way	
7.	The happy children squealed with joy.	hарру <u> </u>	
8.	I walked to class with Maria.	with	
9.	Hawaii has eight principal islands.	islands	
10.	The hungry man stuffed his mouth with rice.	hungry	
11.	Tokyo is the capital of Japan.	Japan	
12.	Athens is a beautiful city.	beautiful	
13.	My history book is under my desk.	under	
14.	Do you like classical music?	music	
15	I can't find my keys. Have you seen them?	them	

PRONUNCIATION OF FINAL -SI-ES 6-1

Final -s/-es has three different pronunciations: /s/, /z/, and /əz/.

(a)	seats = seat/s/	/s/ is the sound of "s" in "bus." Final -s is pronounced /s/ after voiceless
	maps = map/s/	sounds. Examples of voiceless* sounds: /t/, /p/, /k/.
	lakes = lake/s/	

laws = law/z/(c) dishes = dish/əz/

/əz/ adds a whole syllable to a word. Final -s/-es is pronounced /əz/ after -sh, -ch, -s, -z, -ge/-dge sounds. matches = match/əz/

classes = class/əz/

sizes = size/əz/ pages = page/əz/

judges = judge/əz/

*See Chart 2-4, p. 28, for more information about voiceless and voiced sounds.

EXERCISE 2. Pronunciation of final -S/-ES. (Chart 6-1)

Directions: Write the correct pronunciations and practice saying the words.

1. names = name/
$$z$$
 /

9. cars = car/
$$/$$

3.
$$eyes = eye/$$
 /

17.
$$faxes = fax/$$
 /

7.
$$lips = lip/$$

EXERCISE 3. Preview: plural nouns. (Chart 6-2)

Directions: These sentences have many mistakes in the use of nouns. Underline each noun. Write the correct plural form if necessary. Do not change any of the other words in the sentences.

5. Insect don't have nose.

2. Box have six side.

6. Lamb are the offspring of sheep.

3. Big city have many problem.

7. Library keep book on shelf.

4. Banana grow in hot, humid area.

8. Parent support their child.

- 9. Indonesia has several active volcano.
- 10. Baboon are big monkey. They have large head and sharp tooth. They eat leaf, root, insect, and egg.



SINGULAR	PLURAL	To make most nouns plural, add -s.
(a) one bird	two <i>birds</i>	
one street	two <i>streets</i>	
one rose	two roses	
(b) one dish	two dishes	Add $-es$ to nouns ending in $-sh$, $-ch$, $-ss$, and $-x$.
one match	two matches	
one class	two <i>classes</i>	
one box	two boxes	
(c) one baby	two <i>babies</i>	If a noun ends in a consonant $+ -y$, change the y to i and
one city	two <i>cities</i>	add -es, as in (c).
(d) one toy	two <i>toys</i>	If $-y$ is preceded by a vowel, add only $-s$, as in (d).
one key	two keys	
(e) one knife	two knives	If a noun ends in -fe or -f, change the ending to -ves.
one shelf	two <i>shelves</i>	(Exceptions: beliefs, chiefs, roofs, cuffs, cliffs.)
f) one tomato	two tomatoes	The plural form of nouns that end in -o is sometimes -oes
one zoo	two zoos	and sometimes -os.
one zero	two zeroes/zeros	-oes: tomatoes, potatoes, heroes, echoes -os: zoos, radios, studios, pianos, solos, sopranos, photos, auto- videos -oes or -os: zeroes/zeros; volcanoes/volcanos, tornadoes/tornados, mosquitoes/mosquitos
(g) one child	two <i>children</i>	Some nouns have irregular plural forms.
one foot	two <i>feet</i>	(Note: The singular form of people can be person, woman,
one goose	two geese	man, child. For example, one man and one child = two
one man	two men	people.)
one mouse	two mice	
one tooth one woman	two <i>teeth</i> two <i>women</i>	
one woman	two people	
1.		
h) one deer one fish	two deer	The plural form of some nouns is the same as the singular
one fish	two <i>fish</i> two <i>sheep</i>	form.
one offspring	two offspring	
one species	two species	
i) one bacterium	two bacteria	Some nouns that English has borrowed from other
one cactus	two cacti	languages have foreign plurals.
one crisis	two crises	The Daniel of the Control of the Con
one phenomenon	two phenomena	

☐ EXERCISE 4. Plural nouns. (Chart 6-2) Directions: Write the plural forms of the nouns.					
1. 0	one potato, twopotatoes	16. a tax, a lot of			
2. a	a library, many	17. a possibility, several			
3. 0	one child, two	18. a thief, many			
4. 4	a leaf, a lot of	19. a hero, many			
5. a	a wish, many	20. a goose, a lot of			
6. (one fish, two	21. an attorney, a few			
7. 8	an opinion, many	22. a butterfly, several			
8. a	a mouse, several	23. one category, two			
9. a	a sandwich, some	24. a mosquito, a lot of			
10. a	a man, many	25. one sheep, two			

11. one woman, two _____

12. a flash, three _____

13. one tomato, a few ______

14. one tooth, two ______

15. one half, two ______

An English sentence has a SUBJECT (S) and a VERB (V). The SUBJECT is a noun. In (a): sun is a noun; it is the subject of the
The SUBJECT is a noun. In (a): sun is a noun; it is the subject of the
verb shines.
Sometimes a VERB is followed by an OBJECT (0).
The OBJECT of a verb is a noun . In (c): water is the object of the ver need.

26. a wolf, some ______

27. one stitch, two _____

28. one foot, three _____

29. one piano, two

30. a belief, many ______

☐ EXERCISE 5. Subjects, verbs, and objects. (Chart 6-3)

Directions: Identify the subject (s) and verb (v) of each sentence. Also find the object (o) of the verb if the sentence has an object.

- S V O

 1. The carpenter built a table.
- S V 2. Birds fly.
- 3. Cows eat grass.
- 4. My dog barked.
- 5. The dog chased the cat.
- 6. Steam rises.
- 7. Accidents happen.

- 8. Most birds build nests.
- 9. Our guests arrived.
- 10. Teachers assign homework.
- 11. My roommate opened the window.
- 12. Jack raised his hand.
- 13. Irene is watching her sister's children.



☐ EXERCISE 6. Nouns and verbs. (Charts 6-2 and 6-3)

Directions: Some words can be used both as a noun and as a verb. If the word in *italics* is used as a noun, circle \mathbf{n} . If the word in *italics* is used as a verb, circle \mathbf{v} . (\mathbf{n} . = noun and \mathbf{v} . = verb)

- 1. **n.** (v.) People smile when they're happy.
- 2. (n.) v. Mary has a nice smile when she's happy.
- 3. n. v. Emily does good work.
- 4. n. v. Emily and Mike work at the cafeteria.
- 5. n. v. People usually store milk in the refrigerator.
- 6. n. v. We went to the store to buy some milk.
- 7. n. v. The child wrote her name on the wall with a crayon.
- 8. n. v. People often name their children after relatives.
- 9. n. v. Airplanes land on runways at the airport.
- 10. n. v. The ship reached land after seventeen days at sea.
- 11. n. v. I took a train from New York to Boston last week.
- 12. n. v. I train my dogs to sit on command.
- 13. n. v. Alex visits his aunt every week.
- 14. **n. v.** Alex's aunt enjoys his *visits* every week.

■ EXERCISE 7. Nouns and verbs. (Charts 6-2 and 6-3)

Directions: Use each word in two different sentences. Use the word as a noun (n.) in the first sentence and as a verb (v.) in the second sentence. Consult your dictionary if necessary to find out the different uses and meanings of a word.

Example: watch

→ n. I am wearing a watch.

v. I watched TV after dinner last night.

1. rain

4. phone

7. water

2. paint

5. shop

8. circle

3. tie

6. face

9. fly

Other common words that are used as both nouns and verbs are listed below. Choose several from the list to make additional sentences. Use your dictionary if necessary.

center/centre*	garden	question	snow
date	mail	rock	star
experience	mind	season	tip
e-mail	place	sense	trip
fear	plant	shape	value
fish	promise	smoke	

Ann put her books of s v PREP Of A leaf fell to the g	(noun) OF PREP	(a): on the preposition and an Or	glish sentences have predesk is a prepositional phrase consists of BJECT OF A PREPOSITION a preposition is a NOU.	l phrase. A a preposition (prep) n (0 of prep). The
FERENCE LIST OF PREP	OSITIONS			
about	before	despite	of	to
above	behind	down	off	toward(s)
across	below	during	on	under
after	beneath	for	out	until
against	beside	from	over	ир
along	besides	in	since	ироп
among	between	into	through	with
-		1.1	.1 1	
around	beyond	like	throughout	within

^{*}American English: center; British English: centre.

■ EXERCISE 8. Subjects, verbs, and objects. (Charts 6-3 and 6-4)

Directions: Identify the subjects, verbs, and objects. Also identify the preposition (PREP) and the noun that is used as the object of the preposition (O OF PREP).

- S V O PREP O OF PREP
- 1. Sara saw a picture on the wall.
- 2. Sara looked at the pictures.
- 3. Emily waited for her friend at a restaurant.
- 4. The sun rises in the east.
- 5. Sue lost her ring in the sand at the beach.
- 6. The moon usually disappears from view during the day.
- 7. Eric talked to his friend on the phone for thirty minutes.
- 8. Children throughout the world play with dolls.
- 9. Astronauts walked on the moon in 1969.
- 10. A woman in a blue suit sat beside me until the end of the meeting.

☐ EXERCISE 9. Prepositions of place. (Chart 6-4)

Directions: Review prepositions of place* by using the following phrases in sentences. Demonstrate the meaning of the preposition by some action. Work in pairs, in small groups, or as a class.

Example: above my head

→ I'm holding my hand above my head. (The speaker demonstrates this action.)

1.	across the room	11.	below the window
2.	against the wall	12.	beside my book
3.	among my books and papers	13.	near the door
4.	between two pages of my book	14.	far from the door
5.	around my wrist	15.	off my desk
6.	at my desk	16.	out the window
7.	on my desk	17.	under my desk
8.	in the room	18.	through the door
9.	into the room	19.	throughout the room
10.	behind me	20.	toward(s) the door

^{*}Prepositions of place are also called "prepositions of location."

6-5	PREPOSITIONS OF TIME	
IN	 (a) Please be on time in the future. (b) I usually watch TV in the evening. (c) I was born in October. (d) I was born in 1985. (e) I was born in the twentieth century. (f) The weather is hot in (the) summer. 	in + the past, the present, the future* in + the morning, the afternoon, the evening in + a month a year a century a season
ON	 (g) I was born on October 31, 1985. (h) I went to a movie on Thursday. (i) I have class on Thursday morning(s). 	 on + a date on + a weekday on + a weekday morning(s), afternoon(s), evening(s)
AT	 (j) We sleep at night. I was asleep at midnight. (k) I fell asleep at 9:30 (nine-thirty). (l) He's busy at present. Please call again. 	at + noon, night, midnight at + "clock time" at + present, the moment, the present time

^{*}Possible in British English: in future (Please be on time in future.).

□ EXERCISE 10. Prepositions of time. (Chart 6-5) Directions: Complete the sentences with in, at, or on. All the sentences contain time expressions.	
1. We don't know what will happenin the future.	
2. History is the study of events that occurred the past.	
3. Newspapers report events that happen the present.	
4. Last year I was a junior in high school present, I am a senior in high school.	
5. I am a student the present time, but I will graduate next month.	
6. Ms. Walker can't come to the phone right now. She's in a meeting the moment.	
7. I usually take a walk the morning before I go to work.	
8. Frank likes to take a nap the afternoon.	
9. Our family enjoys spending time together the evening.	
10. Our children always stay home night.	
11. I ate lunch noon.	
12. I got home midnight.	
13. I moved to this city September.	
14. I moved here 2001.	
15. I moved here September 2001.	
16. I moved here September 3.	
17. I moved here September 3, 2001.	

18. I moved here	_ the fall.		
19. I work the	morning.	the afternoon,	I have an English class.
20 Wednesday,	I work all day.	Thursday	y, I have an English class.
21 Thursday af	ternoon, I have a	n English class.	
22. My plane was supposed	d to leave	7:07 p.m., but i	t didn't take off until 8:30.
■ EXERCISE 11. Prepositions of Directions: Supply the appr Example: → at the moment We're doing an	opriate prepositio		
1 the future	7	_ January 1, 1999	
2 present	8	_ the twenty-first c	entury
3 the winter	9	_ the evening	
4 January	10	_ night	
5 January 1	11.	_ Saturday mornin	g(s)
61999	12		

6-6 WORD ORDER: PLACE AND TIME				
s v PLACE TIME (a) Ann moved to Paris in 1998. We went to a movie yesterday.	In a typical English sentence, "place" comes before "time," as in (a). INCORRECT: Ann moved in 1998 to Paris.			
s v o P T (b) We bought a house in Miami in 1995.	s-v-o-p-T = Subject-Verb-Object-Place-Time s-v-o-p-T = a basic English sentence structure.			
TIME S V PLACE (c) In 1998, Ann moved to Paris. (d) Yesterday we went to a movie.	Expressions of time can also come at the beginning of a sentence, as in (c) and (d). A time phrase at the beginning of a sentence is often followed by a comma, as in (c).			

■ EXERCISE 12. Word order: place and time. (Chart 6-6)

Directions: Create sentences from the given words. Add prepositions as necessary.

Example: Bangkok / we / February / went

- → We went to Bangkok in February. OR In February, we went to Bangkok.
- 1. his uncle's bakery / Alex / Saturday mornings / works
- 2. the evening / often take / the park / a walk / I
- 3. arrived / the morning / the airport / my plane / six-thirty

6-7 SUBJECT-VERB AGREEMENT				
SINGULAR SINGULAR (a) The sun shines.	A singular subject takes a singular verb, as in (a). A plural subject takes a plural verb, as in (b).			
PLURAL PLURAL (b) Birds sing.	Notice: $verb + -s = singular (shines)$ noun + -s = plural (birds)			
SINGULAR SINGULAR (c) My brother lives in Jakarta.	Two subjects connected by and take a plural verb, as in (d).			
PLURAL PLURAL (d) My brother and sister live in Jakarta.				
 (e) The <i>glasses</i> over there under the window by the sink <i>are</i> clean. (f) The <i>information</i> in those magazines about Vietnamese culture and customs <i>is</i> very interesting. 	Sometimes phrases come between a subject and a verb. These phrases do not affect the agreement of the subject and verb.			
v s (g) There is a book on the desk. v s (h) There are some books on the desk.	There + be + subject expresses that something exists in a particular place. The verb agrees with the noun that follows be.			
 (i) Every student is sitting down. (j) Everybody/Everyone hopes for peace. 	Every is a singular word. It is used with a singular, not plural, noun. INCORRECT: Every students Subjects with every take singular verbs, as in (i) and (j).			
(k) People in my country are friendly.	People is a plural noun and takes a plural verb.			

☐ EXERCISE 13. Subject-verb agreement. (Chart 6-7)

Directions: Underline and identify the subject (s) and the verb (v). Correct errors in agreement.

- 1. Earthquakes occurs every day of the year.
- 2. Candles burn slowly. OK (no error)
- 3. My mother speak Spanish.
- 4. My aunt and uncle speak Spanish.
- 5. Oscar speaks Spanish and English.
- 6. The students in this class speaks English very well.
- 7. Every students in my class speak English well.
- 8. There are five student from Korea in Mr. Brown's class.
- 9. There's a vacant apartment in my building.

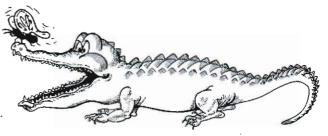
- 10. Does people in the United States like Chinese food?
- 11. The people in Brazil speaks Portuguese.
- 12. There is many different kinds of fish in the ocean.
- 13. The neighbors in the apartment next to mine is very friendly and helpful.
- 14. Every students in this room have a grammar book.

(a) Bob is reading a good book.	Words that describe nouns are called <i>adjectives</i> . In (a): good is an adjective; it describes the book.
(b) The tall woman wore a new dress. (c) The short woman wore an old dress. (d) The young woman wore a short dress.	We say that adjectives "modify" nouns. "Modify" means "change a little." An adjective changes the meaning of a noun by giving more information about it.
e) Roses are beautiful flowers. INCORRECT: Roses are beautifuls flowers.	Adjectives are neither singular nor plural. They do NOT have a plural form.
f) He wore a white shirt. INCORRECT: He wore a shirt white. g) Roses are beautiful. h) His shirt was white.	Adjectives usually come immediately before nouns, as in (f). Adjectives can also follow main verb be, as in (g) and (h)

■ EXERCISE 14. Adjectives. (Chart 6-8)

Directions: Underline and identify the adjectives (ADJ) in the sentences.

- 1. The students wrote long compositions.
- 2. Deserts are dry.
- 3. Crocodiles have big teeth.
- 4. Knives are sharp.
- 5. Dark places frighten small children.
- 6. The audience laughed at the funny joke.
- 7. Sensible people wear comfortable shoes.
- 8. Steve cleaned the shelves of the refrigerator with soapy water.
- 9. The local police searched the stolen car for illegal drugs.
- 10. Before the development of agriculture, primitive people gathered wild plants for food.



Directions: Add adjectives to titem to add to the given sente	he sentences. Choose two of the three adjectives in each			
Example: hard, heavy, strong $\rightarrow A$ strong man lifted				
1. beautiful, safe, red	Roses are flowers.			
2. dark, cold, dry	Rain fell from the clouds.			
3. empty, wet, hot	The waiter poured coffee into my cup.			
4. easy, blue, young	The girl in the dress was looking for a telephone.			
5. quiet, sharp, soft	Annie sleeps on a bed in a room.			
6. fresh, clear, hungry	Mrs. Fox gave the children some fruit.			
7. dirty, modern, delicious	After we finished our dinner, Frank helped me with the dishes.			
8. round, inexperienced, right	When Tom was getting a haircut, the barber accidentally cut Tom's ear with the scissors.			
☐ EXERCISE 16. Adjectives and nouns. (Chart 6-8) Directions: Don't look at the passage in Part II on the next page. First write the words asked for in Part I. Don't use the same word twice. Then turn the page and use the words to complete Part II.				
PART I. Write:				
1. an adjectiveold				
2. a name				
3. a plural noun				
4. a plural noun				
5. a singular noun				
8. a preposition of place				
9. an adjective				
10. a plural noun				

PART II. Write the words on your list in the blanks. Some of your completions might be a little odd and funny. Read your completed passage aloud in a group or to the rest of the class.

One day a/an <u>ola</u> girl w	as walking in the city. Her name was
. She wa	s carrying a package for her grandmother. It
	, some, and
a/an, am	
· ·	a/an thief stole
her package. The	girl pulled out her cell phone and called
,	a nearby building and
returned her package to her. She took it	
grandmother, who was glad to get the pa	ackage because she really needed some new
10	
6-9 USING NOUNS AS ADJEC	TIVES
 (a) I have a flower garden. (b) The shoe store also sells socks. (c) INCORRECT: a flowers garden (d) INCORRECT: the shoes store 	Sometimes words that are usually used as nouns are used as adjectives. For example, flower is usually a noun, but in (a) it is used as an adjective to modify garden. When a noun is used as an adjective, it is singular in form, NOT plural.
Directions: Underline and identify the no adjective in the second sentence.	(Chart 6-9) ouns (N). Use a noun in the first sentence as an
Directions: <u>Underline</u> and identify the no adjective in the second sentence. N N	
Directions: <u>Underline</u> and identify the not adjective in the second sentence. N N 1. This book is about grammar. It's a	ouns (N). Use a noun in the first sentence as an
Directions: <u>Underline</u> and identify the not adjective in the second sentence. N N 1. This <u>book</u> is about <u>grammar</u> . It's a 2. My garden has vegetables. It is a	grammar book*
Directions: Underline and identify the not adjective in the second sentence. N N N 1. This book is about grammar. It's a 2. My garden has vegetables. It is a 3. The program is on television. It's a	grammar book*

^{*}When one noun modifies another noun, the spoken stress is usually on the first noun: a grammar book.

5.	We made plans for our vacation.	We made			
	T 4 - 1 C		1 6		

6. I read a lot of articles in newspapers. I read a lot of

7. The factory makes automobiles. It's an

8. The lesson concerned history. It was a

9. The villages are in the mountains. They are _______

10. Flags fly from poles. Many government buildings have ______.

■ EXERCISE 18. Using nouns as adjectives. (Chart 6-9)

Directions: Add -s to the italicized nouns if necessary.

1. Computer, cannot think. They need human operators.

2. Computer operators are essential in today's business world. OK (no change)

3. Airplane allow us to travel to all parts of the world.

4. Airplane seats are narrow and uncomfortable.

5. This school has several language programs.

6. This school teaches several language.

7. Bicycle have two tires. Automobile have four tires.

8. Bicycle tires are considerably smaller and cheaper than automobile tires.

 \blacksquare EXERCISE 19. Review: nouns. (Charts 6-1 \rightarrow 6-9)

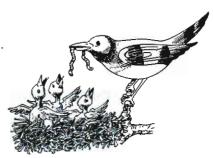
Directions: These sentences contain many mistakes in noun usage. Make the nouns PLURAL whenever possible and appropriate. Do not change any other words.

1. Bird are interesting.

2. There are around 8,600 kind of bird in the world.

3. Bird hatch from egg. Baby bird stay in their nest for several week or month. Their parent feed them until they can fly.

4. People eat chicken egg. Some animal eat bird egg.



- 5. Fox and snake are natural enemy of bird. They eat bird and their egg.
- 6. Some bird eat only seed and plant. Other bird eat mainly insect and earthworm.
- 7. Weed are unwanted plant. They prevent farm crop or garden flower from growing properly. Bird help farmer by eating weed seed and harmful insect.
- 8. Rat, rabbit, and mouse can cause huge loss on farm by eating stored crop. Certain big bird like hawk help farmer by hunting these animal.
- 9. The feather of certain kind of bird are used in pillow and mattress. The soft feather from goose are often used for pillow and quilt. Goose feather are also used in winter jacket.

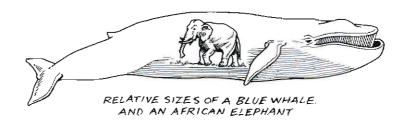
10. The wing feather from goose were used as pen from the sixth century to the nineteenth century, when steel pen were invented.

\square EXERCISE 20. Review: nouns. (Charts 6-1 \rightarrow 6-9)

Directions: Find the nouns. Make them plural if necessary.

- (1) Whale look like fish, but they aren't fish. They are mammal. Mouse, tiger,
- (2) and human being are other example of mammal. Whale are intelligent animal like
- (3) dog and chimpanzee. Even though they live in sea, ocean, and river, whale are
- (4) not fish. Fish lay egg and do not feed their offspring. Mammal give birth to live
- (5) offspring and feed them.
- (6) There are many kind of whale. Most whale are huge creature. The largest
- (7) whale are called blue whale. They can grow to 100 foot (30 meter) in length and
- (8) can weigh 150 ton (135,000 kilogram). Blue whale are much larger than elephant

(9) and larger than any of the now extinct dinosaur. The heart of an adult blue whale



- (01)is about the size of a compact car. Its main blood vessel, the aorta, is large
- (11)enough for a person to crawl through.
- (12)Human being have hunted and killed whale since ancient times. Aside from
- (13)people, whale have no natural enemy. Today many people are trying to stop the
- the hunting of whale. (14)

6-10 PERSONAL PRONOUNS:	SUBJECTS AND OBJECTS	
-	RONOUNS e, she, it they im, her, it them	
(a) Kate is married. She has two children. O (b) Kate is my friend. I know her well.	A pronoun refers to a noun. In (a): she is a pronoun; it refers to Kate. In (b): her is a pronoun; it refers to Kate. She is a subject pronoun; her is an object pronoun.	
(c) Mike has a new blue bicycle. He bought it yesterday.	A pronoun can refer to a single noun (e.g., Kate) or to a noun phrase. In (c): it refers to the whole nour phrase a new blue bicycle.	
(d) Eric and I are good friends. (e) Ann met Eric and me at the museum. O of PREP (f) Ann walked between Eric and me.	Guidelines for using pronouns following and: If the pronoun is used as part of the subject, use a subject pronoun, as in (d). If it is part of the object use an object pronoun, as in (e) and (f). INCORRECT: Eric and me are good friends. INCORRECT: Ann met Eric and I at the museum.	
	he, she, it him, her they them	
 (g) Mike is in class. He is taking a test. (h) The students are in class. They are taking a test. (i) Kate and Tom are married. They have two children. 	Singular = one. Plural = more than one. Singular pronouns refer to singular nouns, plural pronouns to plural nouns, as in the examples.	

EXERCISE	21. Personal pronouns: subjects and objects. (Chart 6-10)
	ections: Circle the correct words in italics.
1.	Nick ate dinner with I, me.)
2.	Nick ate dinner with Betsy and I, me.
3.	I, Me had dinner with Nick last night.
4.	Betsy and I, me had dinner with Nick last night.
5.	Please take this food and give it, them to the dog.
6.	Please take these food scraps and give it, them to the dog.
	My brother drove Emily and <i>I, me</i> to the store. He didn't come in. He waited for we, us in the car. We, Us hurried.
8.	A: I want to get tickets for the soccer game.
	B: You'd better get it, them right away. It, They is, are selling fast.
9.	Ms. Lee wrote a note on my test paper. She, Her wanted to talk to I, me after class.
	Between you and <i>I</i> , me, I think Ivan made a bad decision to quit his job. He, Him and <i>I</i> , me see things differently.
	22. Personal pronouns. (Charf 6-10) ections: Complete the sentences with she, he, it, her, him, they, or them.
1.	I have a grammar book It is black.
2.	Tom borrowed my books. He returned them yesterday.
3.	Susan is wearing some new earrings look good on
4.	Table tennis (also called ping-pong) began in England in the late 1800s. Today
	is an international sport. My brother and I played a
	lot when we were teenagers. I beat
	sometimes, but was a better player and
	usually won.

5.	Don't look directly at the sun. Don't look at directly even if you are wearing sunglasses. The intensity of its light can injure your eyes.
6.	Do bees sleep at night? Or do work in the hive all night long? You never see after dark. What do do after night falls?
7.	The apples were rotten, so the children didn't eat even though were really hungry.
8.	The scent of perfume rises. According to one expert, you should put on the soles of your feet.
9.	Even though clean, safe water is fundamental to human health, an estimated
	800 million people in the world are still without Unsafe water causes
	illnesses contributes to high numbers of deaths in children under
	five years of age.
10.	Magazines are popular. I enjoy reading have news
	about recent events and discoveries. Recently, I read about "micromachines."
	are human-made machines that are smaller than a grain of sand. One
	scientist called "the greatest scientific invention of our time."

	GULAR: (a) I know the <i>student's</i> name. RAL: (b) I know the <i>students'</i> names. RAL: (c) I know the <i>children's</i> names.	An apostrophe (') and an -s are used with nouns to show possession.
Singular	(d) the student → the <i>student's</i> name my <i>baby's</i> name	singular possessive noun: noun + apostrophe (') + -s
Sing	a man → a man's name (e) James → James'/James's name	A singular noun that ends in -s has two possible possessive forms: James' OR James's.
	(f) the students → the students' names my babies → my babies' names (g) men → men's names the children's names	PLURAL POSSESSIVE NOUN: noun + -s + apostrophe (')
Plural		IRREGULAR PLURAL POSSESSIVE NOUN: noun + apostrophe (') + -s (An irregular plural noun is a plural noun that does not end in -s: children, men, people, women. See Chart 6-2, p. 158.)
(h)	Tom's here. Tom's brother is here.	In (h): <i>Tom's</i> is not a possessive. It is a contraction of <i>Tom is</i> , used in informal writing. In (i): <i>Tom's</i> is a possessive.

□ EXER	Dire		essive nouns. (Chart 6-11) the correct possessive form of	the nouns in italics	to complete the	
	1	student	One student asked several que	stions. I answered	the <u>student's</u>	
			questions.			
	2. :	students	Many students had questions	after the lecture. I	answered the	
			students' question	ıs.		
	3.	daughter	We have one child, a girl. Our	•	bedroom is near ours.	
	4.	daughters	We have two children, both gir	ls. They share a be	edroom. Our	
			bedroon	ı is next to ours.		
	5.	man	Robert is a	name.		
	6.	woman	Heidi is a	_ name.		
	7.	men	Robert and Thomas are	nar	mes.	
	8.	women	Emily and Colette are	name	es.	
	9.	people	It's important to be sensitive to	o other	feelings.	
	10.	person	I always look straight into a _ conversation.		eyes during a	
	11.	earth	Thesur	face is about sevent	y percent water.	
	12.	elephant	Anskin			
	13.	teachers	We have class in this building, but all of the			
			offices are in another building.			
	14.	teacher	My grammar		engineer.	
	15.	enemy	Two soldiers, each faceless and on the muddy river bank. At the	d nameless to the o	ther, fought to the death	
			his cour	age.		
	16.	enemies	Through the years in public of	fice, he made many	y political enemies. He	
			made a list of his	nam	es so that he could get	
			revenge when he achieved poli	tical power.		
	17.	Chris	Did you add	name to the ir	nvitation list?	
☐ EXER	Dire	ections: The	essive nouns. (Chart 6-11) ese sentences contain mistakes in the right places.	n the punctuation o	of possessive nouns. Add	
	1.	A king s c	hair is called a throne.			
	2.	Kings ch	airs are called thrones.			

- 3. Babies toys are often brightly colored.
- 4. It's important to make sure your babys toys are safe for babies to play with.
- 5. Someone called, but because of the static on the cell phone, I couldn't understand the callers words.
- 6. A receptionists job is to write down callers names and take messages.
- 7. Newspapers aren't interested in yesterdays news. They want to report todays events.
- 8. Each flight has at least two pilots. The pilots seats are in a small area called the cockpit.
- 9. Rainforests cover five percent of the earths surface but have fifty percent of the different species of plants.
- 10. Mosquitoes wings move incredibly fast.
- 11. A mosquitos wings move about one thousand times per second. Its wing movement is the sound we hear when a mosquito is humming in our ears.
- 12. Elephants like to roll in mud. The mud protects the animals skin from insects and the sun.
 - 13. When we were walking in the woods, we saw an animals footprints on the muddy path.
- \square EXERCISE 25. Review of nouns + -S/-ES. (Charts 6-1 \rightarrow 6-11)

Directions: Add -s/-es if necessary. Add apostrophes to possessive nouns as appropriate.

Butterflies

1. Butterfly are beautiful.

David's

- Nick is David brother.
- 3. Most leaf are green.
- 4. My mother apartment is small.
- 5. Potato are good for us.
- 6. Do bird have tooth?

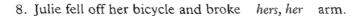
- 7. Tom last name is Miller.
- 8. Two thief stole Mr. Lee car.
- 9. Mountain are high, and valley are low.
- 10. A good toy holds a child interest for a long time.
- 11. Children toy need to be strong and safe.
- 12. All of the actor name are listed on page six of your program.
- 13. Teacher are interested in young people idea.
- 14. Almost all monkey have opposable thumb on not only their hand but also their foot.

People have thumb only on their hand.

This pen belongs to me. (a) It's <i>mine</i> . (b) It is <i>my</i> pen.		(a) and (b) have the same meaning; they both show possession. <i>Mine</i> is a possessive pronoun; my is a possessive adjective.	
POSSESSIVE PRONOUNS (c) I have mine. (d) You have yours. (e) She has hers. (f) He has his. (g) We have ours. (h) You have yours. (i) They have theirs. (j)	POSSESSIVE ADJECTIVES I have my pen. You have your pen. She has her pen. He has his pen. We have our pens. You have your pen. They have their pens. I have a book. Its cover is black.	A possessive pronoun is used alone, without a noun following it. A possessive adjective is used only with a noun following it. INCORRECT: I have mine pen. INCORRECT: I have my.	
COMPARE <i>its</i> vs. <i>it's</i> : (k) Sue gave me a book. I don't remember <i>its</i> title. (l) Sue gave me a book. <i>It's</i> a novel.		In (k): its (NO apostrophe) is a possessive adjective modifying the noun title. In (l): It's (with an apostrophe) is a contraction of $it + is$.	
COMPARE their vs. there vs. they're: (m) The students have their books. (n) My books are over there. (o) Where are the students? They're in class.		Their, there, and they're have the same pronunciation, but not the same meaning. their = possessive adjective, as in (m). there = an expression of place, as in (n). they're = they are, as in (o).	

☐ EXERCISE 26. Possessive pronouns and adjectives. (Chart 6-12) Directions: Circle the correct words in italics.

- 1. Alice called (her,) hers friend.
- 2. Tom wrote a letter to his, he's mother.
- 3. Children should obey his, their parents.
- 4. A: Excuse me. Is this my, mine dictionary or your, yours? B: This one is my, mine. Your, Yours is on your, yours desk.
- 5. The bird cleaned its, it's feathers with its, it's beak.
- 6. A: What kind of bird is that?
 - B: Its, It's a crow.
- 7. Paula had to drive my car to work. Hers, Her had a flat tire.

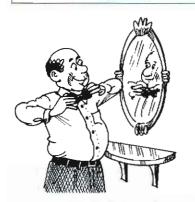


- 9. Fruit should be a part of your, yours daily diet. It, They is, are good for you, your.
- 10. a. Adam and Amanda are married. They, Them live in an apartment building.
 - b. Their, There, They're apartment is on the fifth floor.
 - c. We live in the same building. Our, Ours apartment has one bedroom, but their, theirs has two.
 - d. Their, There, They're sitting their, there, they're now because their, there, they're waiting for a phone call from their, there, they're son.
- 11. Alice is a good friend of me, mine.*
- 12. I met a friend of you, yours yesterday.



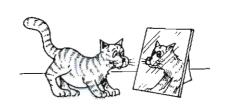
^{*}A friend of + possessive pronoun (e.g., a friend of mine) is a common expression.

6-13 REFLEXIVE PRONOUNS (a) I saw mvself in the mirror. Reflexive pronouns end in -self/-selves. They are mvself used when the subject (e.g., I) and the object (e.g., (b) You (one person) saw yourself. yourself myself) are the same person. The action of the verb herself (c) She saw herself. is pointed back to the subject of the sentence. himself (d) He saw himself. INCORRECT: I saw me in the mirror. itself (e) It (e.g., the kitten) saw itself. ourselves (f) We saw ourselves. vourselves (g) You (plural) saw yourselves. themselves (h) They saw themselves. By + a reflexive pronoun = alone. In (i): Greg lives(i) Greg lives by himself. alone, without family or roommates. (j) I sat by myself on the park bench. (k) I enjoyed myself at the fair. Enjoy and a few other verbs are commonly followed by a reflexive pronoun. See the list below. COMMON EXPRESSIONS WITH REFLEXIVE PRONOUNS believe in vourself help yourself pinch yourself teach yourself blame yourself hurt yourself be proud of yourself tell yourself cut yourself give yourself (something) take care of yourself work for yourself wish yourself (luck) enjoy yourself introduce yourself talk to yourself



feel sorry for yourself





☐ EXERCISE 27. Reflexive pronouns. (Chart 6-13)

Directions: Using a mirror in the classroom, describe who is looking at whom.

Example: (...) holds the mirror and looks into it.

kill yourself

TEACHER: What is Spyros doing?

SPEAKER A: He is looking at himself in the mirror.

TEACHER: What are you doing, Spyros?

SPYROS: I am looking at myself in the mirror.

TEACHER: Tell Spyros what he is doing.

SPEAKER B: Spyros, you are looking at yourself in the mirror

Example: (. . .) and (. . .) hold the mirror and look into it.

TEACHER: What are (Min Sok) and (Ivonne) doing? Etc.

	SE 28. Reflexive pronouns. (Chart 6-13) rections: Complete the sentences with reflexive pronouns.
1.	Are you okay, Heidi? Did you hurt
2.	David was really embarrassed when he had to go to the job interview with a bandage on his face. He had cut while he was shaving.
3.	Do you ever talk to ? Most people talk to sometimes.
4.	It is important for all of us to have confidence in our own abilities. We need to believ in
5.	Sara is self-employed. She doesn't have a boss. She works for
6.	Steve, who is on the wrestling team, wishes good luck before each match.
7.	There's plenty of food on the table. Would all of you please simply help to the food?
8.	Brian, don't blame for the accident. It wasn't your fault. You did everything you could to avoid it.
9.	I couldn't believe my good luck! I had to pinch to make sure I wasn't dreaming.
10.	A newborn puppy can't take care of
11.	I know Nicole and Paul have had some bad luck, but it's time for them to stop feeling sorry for and get on with their lives.
12.	Jane and I ran into someone she knew. I'd never met this person before. I waited for Jane to introduce me, but she forgot her manners. I finally introduced to Jane's friend.
Di	SE 29. Reflexive pronouns. (Chart 6-13) irections: Complete the sentences with any appropriate expression from the list in part 6-13 and reflexive pronouns. Use any appropriate verb tense.
1.	The accident was my fault. I caused it. I was responsible. In other words, I
	blamed myself for the accident.

2.	Be careful with that sharp knife! You if you're
	not careful.
3.	It was the first day of class. I sat next to another student and started a conversation about the class and the classroom. After we had talked for a few minutes, I said, "Hi. My name is Rita Woo." In other words, I to the other student.
4.	When I walked into the room, I heard Joe's voice. I looked around, but the only person I saw and heard was Joe. In other words, Joe when I walked into the room.
5.	My wife and I have our own business. We don't have a boss. In other words, we
6.	Mr. and Mrs. Hall own their own business. No one taught them how to be small business managers. In other words, they
7.	everything they needed to know about running a small business. Mr. Baker committed suicide. In other words, he
8.	I climbed to the top of the diving tower and walked to the end of the diving board. Before I dived into the pool, I said "Good luck!" to myself. In other words, I luck.
9.	Rebecca is home in bed because she has the flu. She's resting and drinking plenty of fluids. She is being careful about her health. In other words, she
10.	Sometimes we have problems in our lives. Sometimes we fail. But we shouldn't get discouraged and sad. We need to have faith that we can solve our problems and succeed. If we, we can accomplish our goals.
11.	When I failed to get the new job, I was sad and depressed. I was full of self-pity. In other words, I because I didn't get the job.
12.	In a cafeteria, people walk through a section of the restaurant and pick up their food. They are not served by waiters. In other words, in a cafeteria people to the food they want.

☐ EXERCISE 30. Reflexive pronouns. (Chart 6-13)

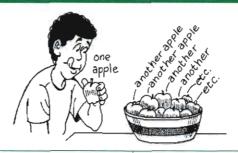
Directions: Create sentences with reflexive pronouns. Use imaginary situations.

Example: wish myself

- → Last week I took my first lesson in skydiving. Before I jumped out of the airplane, I wished myself good luck.
- 1. talk to himself
- 2. hurt myself
- 3. enjoy themselves
- 4. take care of herself
- 5. cut himself
- 6. wish yourself
- 7. be proud of yourselves
- 8. blame ourselves
- 9. feel sorry for myself
- 10. introduce herself
- 11. believe in yourself
- 12. pinch myself

SINGULAR FORMS OF OTHER: ANOTHER vs. 6-14 THE OTHER

ANOTHER

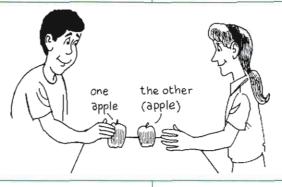


(a) There is a large bowl of apples on the table. Paul is going to eat one apple. If he is still hungry after that, he can eat another apple. There are many apples to choose from.

Another means "one more out of a group of similar items, one in addition to the one(s) already mentioned."

Another is a combination of an + other, written as one word.

THE OTHER



(b) There are two apples on the table. Paul is going to eat one of them. Sara is going to eat the other apple.

The other means "the last one in a specific group, the only one that remains from a given number of similar items."

(c) Paul ate one apple. Then he ate

another apple. another one. another.

the other apple. the other one. the other.

Another and the other can be used as adjectives in front of a noun (e.g., apple) or in front of the word one.

Another and the other can also be used alone as pronouns.

(d) Paul ate one apple. Sara ate

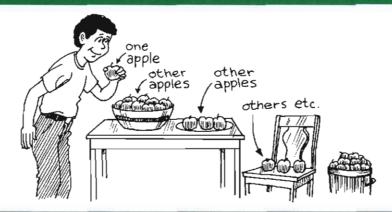
	chicken.	Drawing A. One is an eagle	The other is a
			Davida R
	DRAWING	^	DRAWING B
2		in Drawing B. One is an eagle.	
		one is a chicken.	
	b	bird is a crow.	
3	. There are many kinds	of birds in the world. One kind	is an eagle.
	a	kind is a chicken.	
	b	kind is a crow.	
	c	kind is a sea gull.	
		of kir	nd of bird in the world?
4	d. What is the name	of kir. One is named Nick.	
	d. What is the name I have two brothers. (One is named Nick.	is named Ma
	d. What is the name I have two brothers. (There are five names	One is named Nick	is named Ma
	d. What is the name I have two brothers. (There are five names (One is named Nick on this list. One is Adam is Nick.	is named Ma
	d. What is the name I have two brothers. (One is named Nick. on this list. One is Adam. is Nick. one of the names is Eric.	is named Ma is Greg People I need to call
	d. What is the name I have two brothers. (One is named Nick on this list. One is Adam is Nick.	is named Ma
5	d. What is the name I have two brothers. (There are five names of the five) is Jessica.	One is named Nick. on this list. One is Adam. is Nick. one of the names is Eric. name on the list (the last	is named Ma is Greg People I need to call
5	d. What is the name I have two brothers. (There are five names of the five) is Jessica. It rained yesterday, an	One is named Nick. on this list. One is Adam. is Nick. one of the names is Eric. name on the list (the last d from the look of those dark	is named Ma is Greg People I need to call
5	d. What is the name I have two brothers. (There are five names of the five) is Jessica. It rained yesterday, an	One is named Nick. on this list. One is Adam. is Nick. one of the names is Eric. name on the list (the last	is named Ma is Greg Paople I meed to call Valam Ineq Cric Rick

continent. Where is ______located?

9. France borders on several countries. One is Spain. ______ is Italy.

6-15 PLURAL FORMS OF OTHER: OTHER(S) vs. THE OTHER(S)

OTHER(S)



There are many apples in Paul's kitchen. Paul is holding one apple.

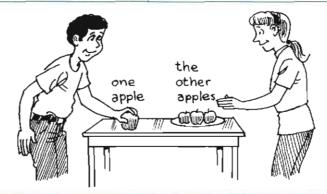
- (a) There are other apples in a bowl. (adjective) + (noun)
- (b) There are other ones on a plate. (adjective) + (ones)
- (c) There are others on a chair. (pronoun)

Other(s) (without the) means "several more out of a group of similar items, several in addition to the one(s) already mentioned." The adjective other (without an -s) can be used with a plural noun (e.g., apples) or with the word ones.

Others (with an -s) is a plural pronoun; it is not used with a noun.

In (c): others = other apples.

THE OTHER(S)



There are four apples on the table. Paul is going to take one of them.

- (d) Sara is going to take the other apples. (adjective) + (noun)
- (e) Sara is going to take the other ones. (adjective) + (ones)
- (f) Sara is going to take the others. (pronoun)

The other(s) means "the last ones in a specific group, the remains from a given number of similar items,"

The other (without an -s) can be used as an adjective in front of a noun or the word ones, as in (d) and (e).

The others (with an -s) is a plural pronoun; it is not used with a noun.

In (f): the others = the other apples.

■ EXERCISE 32. Forms of OTHER. (Charts 6-14 and 6-15)

Directions: Perform the following actions.

- 1. Hold two pens. Use a form of other to describe the second pen.

 I'm holding two pens. One is mine, and the other belongs to Ahmed.
- 2. Hold three pens. Use a form of other to describe the second and third pens.
- 3. Hold up your two hands. One of them is your right hand. Tell us about your left hand, using a form of *other*.
- 4. Hold up your right hand. One of the five fingers is your thumb. Using forms of *other*, tell us about your index finger (or forefinger), then your middle finger, then your ring finger, and then your little finger, the last of the five fingers on your right hand.
- 5. Write two names on the board. Use a form of *other* in your description of these names.
- 6. Write five names on the board and tell us about them, using forms of *other* in your descriptions. Begin with "One of the names on the board is"

☐ EXERCISE 33. Plural forms of OTHER. (Chart 6-15)

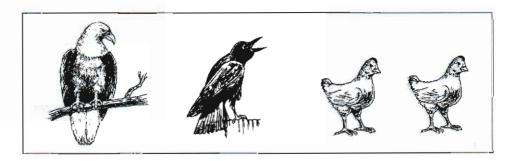
Directions: Complete the sentences with other(s) or the other(s).

- 1. There are many kinds of animals in the world. The elephant is one kind. Some

 others

 are tigers, horses, and whales.
- 2. There are many kinds of animals in the world. The elephant is one kind. Some kinds are tigers, horses, and whales.
- 3. There are three colors in the U.S. flag. One of the colors is red. ________are white and blue.
- 4. There are three colors in the U.S. flag. One of the colors is red. ______
- 5. There are four birds in the picture. One is an eagle, and another one is a crow.

 birds in the picture are chickens.



6. There are four birds in the picture. One is an eagle, and another one is a crow. are chickens.

7.	There are four seasons. Spring and summer are two are fall and winter.
8.	Spring and summer are two of the four seasons seasons are fall and winter.
9.	There are many kinds of geometric figures. Some are circles. figures are squares. Still are rectangular.
10.	There are four geometric figures in the above drawing. One is a square. figures are a rectangle, a circle, and a triangle.
11.	Of the four geometric figures in the drawing, only the circle has curved lines. have straight lines.
12.	Birds have different eating habits. Some birds eat insects. a birds get their food chiefly from plants. b eat only fish. c hunt small animals like mice and rabbits. d birds prefer dead and rotting flesh.
13.	A: There were ten questions on the test. Seven of them were easy three were really hard.
	B: Any question is easy if you know the answer. Seven of the questions were easy for you because you had studied for them were hard because you hadn't studied for them.
14.	Many people like to get up very early in the morning like to sleep until noon.
15.	A: What do you do when you're feeling lonely? B: I go someplace where I can be around people. Even if they are strangers, I feel better when there are around me. How about you?
	A: That doesn't work for me. For example, if I'm feeling lonely and I go to a movie by myself, I look at all people who are there with their friends and family, and I start to feel even lonelier. So I try to find things to do to keep myself busy. If I'm busy, I don't feel lonely.

6-16 SUMMARY OF FORMS OF OTHER ADJECTIVE PRONOUN Notice that the word others (other + final -s) is used only as a plural pronoun. SINGULAR another apple another other apples others PLURAL. SINGULAR the other apple the other the other apples the others PLURAL

Di	SE 34. Forms of OTHER. (Charts 6-12 \rightarrow 6-irections: Complete the sentences with correct for e other, the others.	
1.	. Jake has only two suits, a blue one and a gray	one. His wife wants him to buy
	another one.	
2.	. Jake has two suits. One is blue, and	is gray.
3.	. Some suits are blue.	are gray.
4.	. Some suits have two buttons.	suits have three buttons.
5.	Some people keep dogs as pets people have fish or kinds of animals the	birds as pets. Can you name
6.	. When I was a kid, I had two pets. One was a was an orange cat.	black dog
7.	. When I walked into the classroom on the first a desk and wondered if I was in the right roor student came and took a seat. Then a few the room slowly began to fill.	n. Soon
8.	. My boyfriend gave me a ring. I tried to put it had to put it on fir	
9.	. People have two thumbs. One is on the right the left hand.	hand is on
10.	. There are five letters in the word "fresh." On	e of the letters is a vowel.
11.	. Smith is a common last name in English	common names

are Johnson, Jones, Miller, Anderson, Moore, and Brown.

Directions: Complete the sentences with your own words. Use a form of other in the blank. If you write the completed sentences, underline the forms of other.
Example: I have books on my desk. One is, and is/are I have three books on my desk. One is a grammar book, and the others are my dictionary and a science book.
1. I have two favorite colors. One is , and is
2. Some students walk to school
3. Ted drank , but he was still thirsty, so one.
4. I speak languages. One is , and is/are
5. Some people , and
6. I have sisters, brothers, and/or cousins. One is , and is/are
7. One of my teachers is is/are
8 and are two common names in my country are
9 of the students in my class are from students are from
10. There are many popular sports in the world. One is is
are
☐ EXERCISE 36. Error analysis: summary review of nouns and pronouns. (Chapter 6) Directions: Correct the errors.
wishes 1. The fairy godmother told the boy to make three wish.
2. I had some black beans soup for lunch. They were very good.
3. The highways in my country are excellents.
4. My mother and father work in Milan. Their teacher's.
5. Today many womens are miner, pilot, and doctor.
6. My wife likes all kind of flower.
7. We often read story in class and try to understand all the new word. I can't remember
all of it.

- 8. There are two pool at the park. One is for childs. The another is for adults only.
- 9. My brother has an apple's trees orchard.
- 10. The windows in our classroom is dirty.
- 11. In addition to the news about the flood, I heard some others importants news this morning.
- 12. The population of my hometown in 1975 were about 50,000. Today they are more than 150,000.
- 13. I don't like my apartment. Its in a bad neighborhood. Is trash on both side of the street. I'm going to move to other neighborhood.
- 14. Every people needs an education. With a good education, people can improve they're live.
- 15. Alice when was a child lived in a very little town in the north of Brazil. Today is a very big city with many building and larges highways.

CONTENTS 7 - 1The form of modal auxiliaries 7-9 Expressing necessity: have to, have 7-2 Expressing ability: can and could got to, must 7-10 Expressing lack of necessity: do not 7-3 Expressing possibility: may and might Expressing permission: may and can have to 7-4 Using could to express possibility Expressing prohibition: must not 7-5 Polite questions: may I, could I, 7-11 Making logical conclusions: must 7-12 Giving instructions: imperative can I 7-6 Polite questions: would you, could sentences 7-13 Making suggestions: let's and why you, will you, can you 7-7 Expressing advice: should and 7-14 Stating preferences: prefer, like . . . ought to Expressing advice: had better better, would rather 7-8

Dir	E 1. Preview: modal auxiliaries. (Chapter 7) rections: Complete the sentences with to, if possible. If not, write Ø. Discuss the anings of the helping verbs in <i>italics</i> .
A:	I've made a terrible mistake! I put the wrong numbers in my report. My report
	shows that the company made lots of money, but the truth is we lost money. What am
	I going to do!? Should I tell the boss about the accounting error?
B:	Of course! You have tell her. That error could get the company
	in big trouble.
A:	I know that I ought be honest about it, but I'm afraid she'll get angry. She
	might fire me. Would you go with me to see her?
B:	I think you had better do this yourself. You can do it.
	I'm sure the boss will understand. You've got be brave.
A;	No, you must go with me. I can't face her alone.
	•

7-1 THE FORM OF MODAL AUXILIARIES The verbs listed below are called "modal auxiliaries." They are helping verbs that express a wide range of meanings (ability, permission, possibility, necessity, etc.). Most of the modals have more than one meaning. AUXILIARY + THE SIMPLE FORM OF A VERB Can, could, may, might, should, had better, must, will, and would are immediately followed by the simple (a) Olga can speak English. can form of a verb. could (b) He couldn't come to class. • They are not followed by to. INCORRECT: Olga can to speak English. may (c) It may rain tomorrow. • The main verb does not have a final -s. might (d) It might rain tomorrow. INCORRECT: Olga can speaks English. should (e) Mary should study harder. • The main verb is not in a past form. had better (f) I had better study tonight. INCORRECT: Olga can spoke English. must (g) Joe must see a doctor today. · The main verb is not in its -ing form. will (h) I will be in class tomorrow. INCORRECT: Olga can speaking English. would (i) Would you please close the door? AUXILIARY + TO + THE SIMPLE FORM OF A VERB To + the simple form is used with these auxiliaries:have to, have got to, and ought to. have to (j) I have to study tonight.

EXERCISE 2. The form of modal auxiliaries. (Chart 7-1) Directions: Add to where necessary. If no to is necessary, write Ø.
1. I have go downtown tomorrow.
2. Tom must see his dentist.
3. Could you please open the window?
4. May I borrow your pen?
5. A good book can be a friend for life.
6. I ought go to the post office this afternoon.
7. Jimmy is yawning and rubbing his eyes. He must be sleepy.
8. I have got go to the post office this afternoon.
9. Shouldn't you save a little money for a rainy day?
10. Poor Edward. He has go to the hospital for an operation.
11 Alex! Stop! You must not run into the street when there's traffic!

have got to

ought to

(k) I have got to study tonight.

(1) Kate ought to study harder.

EXERCISE 3.	Error	analysis:	the	form	of modal	auxiliaries.	(Chart 7-1)	
Dimenia		annant tha a						

- 1. Can you to help me, please?
- 2. I must studying for an exam tomorrow.
- 3. We couldn't went to the party last night.
- 4. I am have to improve my English as soon as possible.
- 5. You shouldn't to spend all your free time at the computer.
- 6. My mother can't speaking English, but she can speaks several other language.

7-2 EXPRESSING ABILITY: CAN AND COULD				
 (a) Bob can play the piano. (b) You can buy a screwdriver at a hardware store. (c) I can meet you at Ted's tomorrow afternoon. 	Can expresses ability in the present or future.			
(d) I $\begin{cases} can't \\ cannot \\ can not \end{cases}$ understand that sentence.	The negative form of can may be written can't, cannot, or can not.			
(e) Our son could walk when he was one year old.	The past form of can is could.			
(f) He couldn't walk when he was six months old.	The negative of could: couldn't or could not.			

	E 4. Expressing ability: ections: Complete the sente	CAN and CAN'T. (Chart 7-2) ences with can and can't.	`
1.	A cat can	_ climb trees, but itcan't	fly.
2.	A fish	walk, but it	swim.
3.	A dog	bark, but it	sing.
4.	A tiny baby	cry, but it	talk.
5.	You	store water in a glass jar, but you	
	store it in a paper bag.		
6.	You	drive from the Philippines to Austr	calia, but you
	driv	e from Italy to Austria.	

☐ EXERCISE 5. Expressing ability: CAN and CAN'T. (Chart 7-2)

Directions: Interview a classmate about each item in the list below, then make a report (written or oral) about your classmate's abilities.

Example: read pages that are upside down?

SPEAKER A: (Jose), can you read pages that are upside down?

SPEAKER B: Yes, I can. Here, I'll show you. OR

No, I can't. OR

I don't know. I'll try. Turn your book upside down, and I'll try to read it.

- 1. speak more than two languages?
- 2. play chess?
- 3. drive a stick-shift car?
- 4. read upside down?
- 5. play any musical instrument?
- 6. do card tricks?
- 7. pat the top of your head up and down with one hand and rub your stomach in a circular motion with the other hand at the same time?



Switch roles.

- 8. fold a piece of paper in half more than six times?
- 9. draw well-for example, draw a picture of me?
- 10. cook?
- 11. walk on your hands?
- 12. play tennis?
- 13. program a computer?
- 14. write legibly with both your right hand and your left hand?

■ EXERCISE 6. Expressing past ability: COULD and COULDN'T. (Chart 7-2)

Directions: Complete the sentences with could or couldn't and your own words.

Example: A year ago I . . . , but now I can.

- → A year ago I couldn't speak English well, but now I can.
- 1. When I was a baby, I . . . , but now I can.
- 2. When I was a child, I . . . , but now I can't.
- 3. When I was thirteen, I . . . , but I couldn't do that when I was three.
- 4. Five years ago, I . . . , but now I can't.
- 5. In the past, I..., but now I can.

EXPRESSING POSSIBILITY: MAY AND MIGHT 7-3 EXPRESSING PERMISSION: MAY AND CAN

 (a) It may rain tomorrow. (b) It might rain tomorrow. (c) A: Why isn't John in class? B: I don't know. He may might be sick today. 	May and might express possibility in the present or future. They have the same meaning. There is no difference in meaning between (a) and (b).
(d) It may not rain tomorrow.(e) It might not rain tomorrow.	Negative: may not and might not. (Do not contract may and might with not.)
 (f) Maybe it will rain tomorrow. COMPARE (g) Maybe John is sick. (adverb) (h) John may be sick. (verb) 	In (f) and (g): maybe (spelled as one word) is an adverb. It means "possibly." It comes at the beginning of a sentence. INCORRECT: It will maybe rain tomorrow. In (h): may be (two words) is a verb form: the auxiliary may + the main verb be. INCORRECT: John maybe sick.
(i) Yes, children, you <i>may have</i> a cookie after dinner.(j) Okay, kids, you <i>can have</i> a cookie after dinner.	May is also used to give permission, as in (i). Often can is used to give permission, too, as in (j). (i) and (j) have the same meaning, but may is more formal than can.
(k) You may not have a cookie. You can't have a cookie.	May not and cannot (can't) are used to deny permission (i.e., to say "no").

EXERCISE 7. Expressing possibility: MAY, MIGHT, and MAYBE. (Chart 7-3)

Directions: Answer the questions. Include at least three possibilities in the answer to each question, using may, might, and maybe as in the example.

Example: What are you going to do tomorrow?

- → I don't know. I may go downtown. Or I might go to the laundromat. Maybe I'll study all day. Who knows?
- 1. What are you going to do tomorrow night?
- 2. What's the weather going to be like tomorrow?
- 3. What is (...) going to do tonight?
- 4. I'm taking something out of my briefcase/ purse/pocket/wallet. It's small, and I'm holding it in my fist. What is it?
- 5. What does (...) have in her purse?
- 6. What does (. . .) have in his pants pockets?
- 7. (...) isn't in class today. Where is he/she?
- 8. You have another class after this one. What are you going to do in that class?
- 9. Look at the picture. What is the man's occupation? What is the woman's occupation?



☐ EXERCISE	 Ability, possibility, and permission: CAN, MAY, and MIGHT. (Charts 7-2 and 7-3)
	ctions: Complete the sentences with can, may, or might. Use the negative as copriate. Identify the meaning expressed by the modals: ability, possibility, or permission.
	play a guitar. (meaning expressed by modals: ability)
-	Tommy, you stay up until eight tonight, but you may not/cannot stay up past that time. (meaning expressed by modals: permission)
	A: What are you going to do this evening? B: I don't know. I
	A: What are you going to order? B: I don't know.* I have the tofu pasta.
	A: Would you like some more food? B: No thanks. I eat another bite. I'm full.
	A: Is it okay if I have a piece of candy, Mom? B: No, but you have an orange.
	A: Which of these oranges is sweet? I like only sweet oranges. B: How should I know? I tell if an orange is sweet just by looking at it you? Here. Try this one. It be sweet enough for you. If it isn't, put some sugar on it.
r	May I have everyone's attention? The test is about to begin. If you need to leave the room during the examination, please raise your hand. You
	A: What channel is the news special on tonight? B: I'm not sure. It be on Channel Seven. Try that one first.

^{*}In informal spoken English, "I don't know" is often pronounced "I dunno."

7-4 USING COULD TO EXPRESS POSSIBILITY

(a) A: Why isn't Greg in class? B: I don't know. He could be sick.

(b) Look at those dark clouds. It could start raining any minute.

Could can mean past ability. (See Chart 7-2, p. 191.) But that is not its only meaning. Another meaning of could is possibility.

In (a): "He could be sick" has the same meaning as "He may/might be sick," i.e., "It is possible that he is

In (a): could expresses a present possibility. In (b): could expresses a future possibility.

☐ EXERCISE 9. Meanings of COULD. (Charts 7-2 and 7-4)

Directions: What is the meaning of could in the following? Does could express past, present, or future time?

- 1. I could be home late tonight. Don't wait for me for dinner.
 - → could be = may/might be. It expresses future time.
- 2. Thirty years ago, when he was a small child, David could speak Arabic fluently. Now he's forgotten a lot.
 - \rightarrow could speak = was able to speak. It expresses past time.
- 3. A: Where's Alicia?
 - B: I don't know. She could be at the mall.
- 4. When I was a child, we *could swim* in the Duckfoot River, but now it's too polluted. Today even the fish get sick.
- 5. A: What's this?
 - B: I don't know. It looks like a glass bottle, but it could be a flower vase.
- 6. Let's leave for the airport now. Yuki's plane could arrive early, and we want to be there when she arrives.
- 7. When I was a kid, I could jump rope really well.



■ EXERCISE 10. Expressing possibility: COULD, MAY, and MIGHT. (Charts 7-3 and 7-4) Directions: Listen to the clues with books closed. Make guesses using could, may, and might.

Example: is made of metal and you keep it in a pocket

TEACHER: I'm thinking of something that is made of metal. I keep it in my pocket. What

could it be?

STUDENTS: It could be a pen. It could be some keys. It might be a paper clip. It may be

a small pocket knife. It could be a coin.

TEACHER: (...) was right! I was thinking of the keys in my pocket.

- 1. has wheels and a motor
- 2. is made of plastic and can be found in my purse/pocket
- 3. is brown, is made of leather, and is in this room
- 4. is flat and rectangular
- 5. is white, hard, and in this room
- 6. is played with a ball on a large field
- 7. has (three) stories* and is made of (brick)
- 8. has four legs and is found on a farm
- 9. is green and we can see it out that window
- 10. is sweet and you can eat it

☐ EXERCISE 11. Expressing possibility: COULD. (Chart 7-4)

Directions: Listen with books closed. Suggest possible courses of actions using *could*. Work in pairs, in groups, or as a class.

Example: (. . .) has to go to work early tomorrow. His car is completely out of gas. His bicycle is broken.

→ He could take the bus to work.

He could take a gas can to a gas station, fill it up, and carry it home to his car. He could try to fix his bicycle.

He could get up very early and walk to work.

Etc.

- 1. (. . .) walked to school today. Now she wants to go home. It's raining hard. She doesn't have an umbrella. She doesn't want her hair to get wet.
- 2. (...) and (...) want to get some exercise. They have a date to play tennis this morning, but the tennis court is covered with snow.

(Switch roles if working in pairs.)

- 3. (...) just bought a new camera. He has it at home now. He has the instruction manual. It is written in Japanese. He can't read Japanese. He doesn't know how to operate the camera.
- 4. (...) likes to travel around the world. He is twenty-two years old. Today he is alone in (name of a city). He needs to eat, and he needs to find a place to stay overnight. But while he was asleep on the train last night, someone stole his wallet. He has no money.

^{*}American English: story, stories; British English: storey, storeys (floors in a house).

American and British English: story, stories = tales.

EXERCISE 12. COULD, MAY, M Directions: Complete the se			
→ I could skip o		too, but we'll probably y. Pedro could come along too, but supposed to.	
Tonight I could But I'll probably		Of course, I may	
2. Next year, I might probably	But I could	I may But I'll	
		ut I'm not sure. He/She might he/she'll probably	
4. One hundred years from will probably		could	
7-5 POLITE QUESTION	ONS: MAY I, COU	LD I, CAN I	
POLITE QUESTION	POSSIBLE ANSWERS	People use may I, could I,* and can	
 (a) May I please borrow your pen? (b) Could I please borrow your pen? (c) Can I please borrow your pen? 	Yes. Yes. Of course. Yes. Certainly. Of course. Certainly.	I to ask polite questions. The questions ask for someone's permission or agreement. (a), (b), and (c) have basically the same meaning. Note: can I is less formal than may I and could I.	
	Sure. (informal) Okay. (informal) Uh-huh. (meaning "yes") I'm sorry, but I need to use it myself.	Please can come at the end of the question: May I borrow your pen, please? Please can be omitted from the question: May I borrow your pen?	
*In a polite question, could is NOT the past	form of <i>can</i> .		
Directions: Following are so could I, or can I + a verb	ome phone conversations.	Complete the dialogues. Use may I,	
help leave	speak/talk take		
 A: Hello? B: Hello. Is Ahmed the A: Yes, he is. 	nere?		
B:	to him?		
A: Just a minute. I'll			

2.	A:	Hello. Mr. Black's office.
	B:	to Mr. Black?
	A:	May I ask who is calling?
	B:	Susan Abbott.
	A:	Just a moment, Ms. Abbott. I'll connect you.
3.	A:	Hello?
	B:	Hi. This is Bob to Pedro?
	A:	Sure. Hang on.
4.	A:	Good afternoon. Dr. Wu's office you?
	B:	Yes. I'd like to make an appointment with Dr. Wu.
	A:	Fine. Is Friday morning at ten all right?
	B:	Yes. Thank you.
	A:	Your name?
5.	A:	Hello?
	B:	Hello to Emily?
	A:	She's not at home right now a message?
		No thanks. I'll call later.
6.	A:	Hello?
	B:	Hello to Maria?
	A:	She's not here right now.
	B:	Oh a message?
	A:	Certainly. Just a minute. I have to get a pen.
-	٨	
7.		Hello?
		Hello to Jack?
		Who?
		Jack. Jack Butler.
		There's no one here by that name. I'm afraid you have the wrong number.
		Is this 221-3892?
		No, it's not.
		Oh. I'm sorry. That's okay.
	11.	A Hat o Oray.

EXERCISE 14. Polite questions: MAY I, COULD I, and CAN I. (Chart 7-5)

Directions: Ask and answer polite questions. Use may I, could I, or can I. Listen to the cues with books closed. Work in groups or as a class. (Alternatively, work in pairs, creating somewhat longer dialogues that you then role-play for the rest of the class.)

Example: (. . .), you want to see (. . .)'s grammar book for a minute.

SPEAKER A: May/Could/Can I (please) see your grammar book for a minute?

SPEAKER B: Of course. / Sure. / Etc.

SPEAKER A: Thank you. / Thanks. I forgot to bring mine to class today.

- 1. (...), you want to see (...)'s dictionary for a minute.
- 2. (. . .), you are at (. . .)'s house. You want to use the phone.
- 3. (. . .), you are at a restaurant. (. . .) is your waiter/waitress. You have finished your meal. You want the check.
- 4. (...), you run into (...) on the street. (...) is carrying some heavy packages. What are you going to say to him/her?
- 5. (...), you are speaking to (...), who is one of your teachers. You want to leave class early today.
- 6. (...), you want to use (...)'s calculator during the algebra test. (...) needs to use it himself/herself.
- 7. (...), you are in a store with your good friend (...). Your bill is (a certain amount of money). You have only (a lesser amount of money). What are you going to say to your friend?

POLITE QUESTION	POSSIBLE ANSWERS	People use would you, could you,
(a) Would you please open the door? (b) Could you please open the door? (c) Will you please open the door? (d) Can you please open the door?	Yes. Yes. Of course. Certainly. I'd be happy to. Of course. I'd be glad to. Sure. (informal) Okay. (informal) Uh-huh. (meaning "yes") I'm sorry. I'd like to help, but my hands are full.	will you, and can you to ask polite questions. The questions ask for someone's help or cooperation. (a), (b), (c), and (d) have basically the same meaning. The use of can as in (d), is less formal than the others. Note: May is NOT used when you if the subject of a polite question. INCORRECT: May you please open the

■ EXERCISE 15. Polite questions: WOULD/COULD/WILL/CAN

Directions: Complete the dialogues. Use a polite question with would you/could you, will you/can you in each. Use the expressions in the list or your own words.

answer the phone for me
open the window
pick some up
say that again

tell me where the nearest post office is
turn it down
turn the volume up

1.	TEACHER:	It's getting hot in here. Would/Could/Will/Can you
		please open the window?
	STUDENT:	of course, I'd be happy to. / Sure. / Etc.
		Thank you. / Thanks.
		You're welcome.
2.	FRIEND A:	The phone is ringing, but my hands are full.
	FRIEND B:	
		No problem.
		•
3.	ROOMMATE A:	I'm trying to study, but the radio is too loud.
	ROOMMATE B.	
		That's okay. No problem.
4.	SISTER:	I'm trying to listen to the news on television, but I can't hear it.
	BROTHER:	
		Don't mention it.
5.	HUSBAND:	Honey, I'm out of razor blades. When you go to the store,
	WIFE:	
		Anything else?

6. PERSON A: Hi.
PERSON B: Hi. Walabaxitinpundoozit?

PERSON A: Excuse me?

PERSON B: Walabaxitinpundoozit.

PERSON A: I'm sorry, but I don't understand.

7. STRANGER A: Pardon me. I'm a stranger here.

STRANGER B:

STRANGER A: Well, thanks anyway. I'll ask someone else.

☐ EXERCISE 16. Summary: polite questions. (Charts 7-5 and 7-6)

Directions: Work in pairs. Create a dialogue for one or more of the following situations. The beginning of each dialogue is given. Role-play a dialogue for the rest of the class.

Example:

SITUATION: You're in a restaurant. You want the waiter to refill your coffee cup. You catch the waiter's eye and raise your hand slightly. He approaches your table.

DIALOGUE: Yes? What can I do for you? SPEAKER A: Yes? What can I do for you?

SPEAKER B: Could I please have some more coffee?

SPEAKER A: Of course. Right away. Could I get you anything else?

SPEAKER B: No thanks. Oh, on second thought, yes. Would you bring some cream too?

SPEAKER A: Certainly. SPEAKER B: Thanks.

1. SITUATION: You've been waiting in line at a busy bakery. Finally, the person in front of you is being waited on, and the clerk turns toward you.

DIALOGUE: Next!

2. SITUATION: You are at work. You feel sick. Your head is pounding, and you have a slight fever. You really want to go home. You see your boss, Mr. Jenkins, passing by your desk.

DIALOGUE: Mr. Jenkins?

3. SITUATION: Your cousin, Willy, is in the next room listening to music. You are talking on the telephone. The music is getting louder and louder. Finally, you can no longer hear your conversation over the phone. You put the phone down and turn toward the door to the next room.

DIALOGUE: Willv!

4. SITUATION: The person next to you on the plane has finished reading his newspaper. You would like to read it.

DIALOGUE: Excuse me.

5. SITUATION: You see a car on the side of the road with the hood raised and an older man standing next to it. He looks tired and concerned. You pull over and get out of your car to walk over to him.

DIALOGUE: Do you need some help, sir?

7-7 EXPRESSING ADVICE: SHOULD AND OUGHT TO					
 (a) My clothes are dirty I {should ought to} wash them. (b) INCORRECT: I should to wash them. (c) INCORRECT: I ought washing them. 	Should and ought to have the same meaning. They mean: "This is a good idea. This is good advice." FORMS: should + simple form of a verb (no to) ought + to + simple form of a verb				
(d) You need your sleep. You <i>should not</i> (<i>shouldn't</i>) stay up late.	NEGATIVE: should + not = shouldn't (Ought to is usually not used in the negative.)				
(e) A: I'm going to be late. What should I do? B: Run.	QUESTION: should + subject + main verb (Ought to is usually not used in questions.)				
 (f) A: I'm tired today. B: You should/ought to go home and take a nap. (g) A: I'm tired today. B: Maybe you should/ought to go home and take a nap. 	The use of <i>maybe</i> with <i>should</i> and <i>ought to</i> "softens" advice. COMPARE: In (f): Speaker B is giving definite advice. He is stating clearly that he believes going home for a nap is a good idea and is the solution to Speaker A's problem. In (g): Speaker B is making a suggestion: going home for a nap is one possible way to solve Speaker A's problem.				

■ EXERCISE 17. Expressing advice: SHOULD and OUGHT TO. (Chart 7-7)

Directions: Work in pairs.

Speaker A: State the problem.

Speaker B: Give advice using **should** or **ought to**. Include **maybe** to soften the advice if you wish.

Example: I'm sleepy. SPEAKER A: I'm sleepy.

SPEAKER B: (Maybe) You should/ought to drink a cup of tea.

- 1. I'm hungry.
- 2. I'm cold.
- 3. I have a toothache.
- 4. I have the hiccups. What should I do?
- 5. I left my sunglasses at a restaurant yesterday. What should I do?

Switch roles.

- 6. I'm hot.
- 7. I have a headache.
- 8. Someone stole my bicycle. What should I do?
- 9. I bought a pair of pants that don't fit. They're too long.
- 10. I always make a lot of spelling mistakes when I write. I don't know what to do about it. What do you suggest?

7-8 EXPRESSING ADVICE: HAD BETTER					
(a) My clothes are dirty. I $\begin{cases} should \\ ought \ to \\ had \ better \end{cases}$ wash them.	Had better has the same basic meaning as should and ought to: "This is a good idea. This is good advice."				
(b) You're driving too fast! You'd better slow down.	Had better usually implies a warning about possible bad consequences. In (b): If you don't slow down, there could be a bad result. You could get a speeding ticket or have an accident.				
(c) You'd better not eat that meat. It looks spoiled.	NEGATIVE: had better not				
(d) I'd better send my boss an e-mail right away.	In speaking, had is usually contracted: 'd.				

■ EXERCISE 18. Expressing advice: HAD BETTER. (Chart 7-8)

Directions: In the following, the speaker chooses to use had better. What are some possible bad consequences the speaker might be thinking of?

- 1. The movie starts in ten minutes. We'd better hurry. → Possible bad consequences: We'll be late if we don't hurry.
- 2. You can't wear shorts and a T-shirt to a job interview! You'd better change clothes before you go.
- 3. I can't find my credit card. I have no idea where it is. I guess I'd better call the credit card company.
- 4. A: My ankle really hurts. I think I sprained it. B: You'd better put some ice on it right away.
- 5. You shouldn't leave your car unlocked in the middle of the city. You'd better lock it before we go into the restaurant.

■ EXERCISE 19. Expressing advice: HAD BETTER. (Chart 7-8)

Directions: Give advice using had better. Explain the possible bad consequence if your advice is not followed. Only the cuer's book is open.

Example: It's raining. I need to go out.

- → You'd better take your umbrella. If you don't, you'll get wet.
- 1. I haven't paid my electric bill.
- 2. I need to be at the airport for a nine o'clock flight tonight.
- 3. (. . .) and I want to go out to dinner at (name of a popular restaurant) Saturday night, but we don't have reservations yet.
- 4. (. . .) wants to go to a movie tonight, but she/he has a test tomorrow.
- I don't feel good today. I think I'm coming down with something.*
- 6. (. . .) has a job at (name of a local place). She/He has been late to work three times in the last week. Her/His boss is very unhappy about that.

^{*}The idiom "come down with something" means "get a sickness" like a cold or the flu.

■ EXERCISE 20. Expressing advice: SHOULD, OUGHT TO, and HAD BETTER. (Charts 7-7 and 7-8)

Directions: Correct the errors.

had

- 1. You will better not be late.
- 2. Anna shouldn't wears shorts into the restaurant.
- 3. I should to go to the post office today.
- 4. I ought paying my bills today.
- 5. You'd had better to call the doctor today.
- 6. You don't should stay up too late tonight.
- 7. You'd to better not leaving your key in the door.
- 8. Mr. Nguyen has a large family and a small apartment. He ought found a new apartment.

■ EXERCISE 21. Giving advice. (Charts 7-7 and 7-8)

Directions: Work in pairs. Complete all of the dialogues. Make the dialogues longer if you wish by adding more advice, and present one of your dialogues to the class.

One of you is Speaker A, and the other is Speaker B.

Example:

SPEAKER A: I don't feel like studying tonight.

SPEAKER B: Maybe you should go to a movie instead / take the night off / etc.

SPEAKER A: I can't do that. I have a big test tomorrow.

SPEAKER B: Well, then you'd better . . . study tonight whether you feel like it or not / go to your room and get to work.

- 1. A: I don't feel good. I think I'm getting a cold.
 - B: That's too bad. You'd better
 - A: That's probably a good idea.
 - B: You should also
 - A: Okay. I will. That's a good idea. And I suppose I'd better not
 - B: No, you'd better not do that if you're getting a cold.
- 2. A: My English isn't progressing as fast as I'd like. What should I do?
 - B: You should That's really important when you're learning a second language.
 - A: Do you have any other suggestions?
 - B: Yes, you ought to
 - A: That's a good idea.
 - B: And you shouldn't
 - A: You're right. Good suggestion.

Switch roles.

- 3. A: My roommate snores really loudly. I'm losing sleep. I don't know what to do.
 - B: Maybe you should
 - A: I've thought of that, but
 - B: Well then, maybe you'd better
 - A: Maybe. I guess I really ought to
 - B: That's a good idea.
- 4. A: The refrigerator in my apartment doesn't work. The air conditioner makes so much noise that I can't sleep. And there are cockroaches in the kitchen.
 - B: Why do you stay there? You should
 - A: I can't. I signed a lease.
 - B: Oh. That's too bad. Well, if you have to stay there, you'd better
 - A: I suppose I should do that.
 - B: And you also ought to
 - A: Good idea.

■ EXERCISE 22. Giving advice. (Charts 7-7 and 7-8)

Directions: Give advice using **should**, **ought to**, and **had better**. Work in groups of four. Only Speaker A's book is open. Rotate the open book, using a new Speaker A for each item.

Example:

SPEAKER A (book open): I study, but I don't understand my physics class. It's the middle of the term, and I'm failing the course. I need a science course

in order to graduate. What should I do?*

SPEAKER B (book closed): You'd better get a tutor right away.

SPEAKER C (book closed): You **should** make an appointment with your teacher and see if you can get some extra help.

SPEAKER D (book closed): Maybe you **ought to** drop your physics course and enroll in a different science course next term.

- 1. I forgot my dad's birthday yesterday. I feel terrible about it. What should I do?
- 2. I just discovered that I made dinner plans for tonight with two different people. I'm supposed to meet my fiancée/fiancé at one restaurant at 7:00, and I'm supposed to meet my boss at a different restaurant across town at 8:00. What should I do?
- 3. The boss wants me to finish my report before I go on vacation, but I don't have time. I might lose my job if I don't give him that report on time. What should I do?
- 4. I borrowed Karen's favorite book of poems. It was special to her. A note on the inside cover said "To Karen." The poet's signature was at the bottom of the note. Now I can't find the book. I think I lost it. What am I going to do?

^{*}Should (not ought to or had better) is usually used in a question that asks for advice. The answer, however, can contain should, ought to, or had better. For example:

A: My houseplants always die. What should I do?

B: You'd better get a book on plants. You should try to find out why they die. Maybe you ought to look on the Internet and see if you can find some information.

■ EXERCISE 23. Giving advice. (Charts 7-7 and 7-8)

Directions: Discuss problems and give advice. Work in groups.

Speaker A: Think of a problem in your life or a friend's life. Tell your classmates about

the problem and then ask them for advice.

Group: Give Speaker A some advice. Use should/ought to/had better.

Example:

SPEAKER A: I can't study at night because the dorm is too noisy. What should I do?

SPEAKER B: You ought to study at the library.

SPEAKER C: You shouldn't stay in your dorm room in the evening.

SPEAKER D: You'd better get some ear plugs.

SPEAKER E: Etc.

7-9 EXPRESSING NECESSITY: HAVE TO, HAVE GOT TO, MUST			
(a) I have a very important test tomorrow. I have to have got to study tonight. must	Have to, have got to, and must have basically the same meaning. They express the idea that something is necessary.		
(b) I'd like to go with you to the movie this evening, but I can't. I have to go to a meeting.	Have to is used much more frequently in everyday speech and writing than must.		
(c) Bye now! I've got to go. My wife's waiting for me. I'll call you later.	Have got to is typically used in informal conversation, as in (c).		
(d) All passengers <i>must present</i> their passports at customs upon arrival.	Must is typically found in written instructions, as in (d). It is usually a strong, serious, "no nonsense" word.		
(e) Do we have to bring pencils to the test?(f) Why did he have to leave so early?	QUESTIONS: Have to is usually used in questions, not must or have got to. Forms of do are used with have to in questions.		
(g) I had to study last night.	The PAST form of have to, have got to, and must (meaning necessity) is had to.		
 (h) I have to ("hafta") go downtown today. (i) Rita has to ("hasta") go to the bank. (j) I've got to ("gotta") study tonight. 	Usual PRONUNCIATION: have to = /hæftə/ OR /hæftu/ has to = /hæstə/ OR /hæstu/ (have) got to = /gadə/ OR /gɔtə/		

■ EXERCISE 24. HAVE TO, HAVE GOT TO, MUST, and SHOULD. (Charts 7-7 and 7-9)

Directions: Discuss the questions and the meanings of the auxiliaries.

- 1. What are some things you have to do today? tomorrow? every day?
- 2. What is something you had to do yesterday?
- 3. What is something you've got to do soon?
- 4. What is something you've got to do after class today or later tonight?
- 5. What is something a driver must do, according to the law?
- 6. What is something a driver should always do to be a safe driver?
- 7. What are some things a person should do to stay healthy?
- 8. What are some things a person *must do* to stay alive?

■ EXERCISE 25. Summary: expressing advice and necessity. (Charts 7-7 -> 7-9)

Directions: Read the passage, and then give advice either in a discussion group or in writing.

Mr. and Mrs. Hill don't know what to do about their fourteen-year-old son, Mark. He's very intelligent but has no interest in school or in learning. His grades are getting worse, but he won't do any homework. Sometimes he skips school without permission, and then he writes an excuse for the school and signs his mother's name.

His older sister, Kathy, is a good student and never causes any problems at home. Mark's parents keep asking him why he can't be more like Kathy. Kathy makes fun of Mark's school grades and tells him he's stupid.

All Mark does when he's home is stay in his room and listen to very loud music. Sometimes he doesn't even come downstairs to eat meals with his family. He argues with his parents whenever they ask him to do chores around the house, like taking out the trash.

Mr. and Mrs. Hill can't stay calm when they talk to him. Mrs. Hill is always yelling at her son. She nags him constantly to do his chores, clean up his room, finish his homework, stand up straight, get a haircut, wash his face, and tie his shoes. Mr. Hill is always making new rules. Some of the rules are unreasonable. For instance, one rule Mr. Hill made was that his son could not listen to music after five o'clock. Mark often becomes angry and goes up to his room and slams the door shut.

This family needs a lot of advice. Tell them what changes they should make. What should Mr. and Mrs. Hill do? What shouldn't they do? What about Kathy? What should she do? And what's Mark got to do to change his life for the better?

Use each of the following words at least once in the advice you give:

a. should

(e) You mustn't play with matches.

e. ought to

b. shouldn't

f. have to/has to

c. have got to/has got to

g. must

d. had better

7-10 EXPRESSING LACK OF NECESSITY: DO NOT HAVE TO EXPRESSING PROHIBITION: MUST NOT (a) I finished all of my homework this afternoon. Don't/doesn't have to expresses the idea that I don't have to study tonight. something is not necessary. (b) Tomorrow is a holiday. Mary doesn't have to go to class. (c) Children, you must not play with matches! Must not expresses prohibition (DO NOT DO THIS!). (d) We must not use that door. The sign says PRIVATE: DO NOT ENTER. Must + not = mustn't. (Note: The first "t"

is not pronounced.)

 EXERCISE 26. Lack of necessity (DO NOT HAVE TO) and prohibition (MUST NOT). (Chart 7-10)
Directions: Complete the sentences with don't/doesn't have to or must not.
1. You drive when you are tired. It's dangerous.
2. I live only a few blocks from my office. I don't have to drive to work.
3. Liz finally got a car, so now she usually drives to work. She take the bus.
4. Tommy, you say that word. It's not a nice word.
5. Mr. Moneybags is very rich. He work for a living.
6. A: You tell Jim about the surprise birthday party. Do you promise? B: I promise.
7. According to the rules of the game, one player hit or trip another player.
8. If you use a toll-free number, you pay for the phone call.
9. A: Did Professor Adams make an assignment? B: Yes, she assigned Chapters 4 and 6, but we read Chapter 5.
10. A: Listen carefully, Annie. If a stranger offers you a ride, you get in the car. Never get in a car with a stranger. Do you understand? B: Yes, Mom.
B: Uh-huh. Here. A: Thanks. Now I go to the post office to buy stamps.
12. A: Children, your mother and I are going out this evening. I want you to be good. You must do everything the baby-sitter tells you to do. You go outside after dark. It's Saturday night, so you go to bed at eight. You can stay up until eight-thirty. And remember: you pull the cat's tail. Okay?
B: Okay, Dad.

EXERCISE 27. Summary: expressing advice, possibility, and necessity. (Charts 7-4 and 7-7 \rightarrow 7-10)

Directions: Read about each situation and discuss it, orally or in writing. In your discussion, include as many of the following expressions as possible.

> should, shouldn't have to, not have to ought to have got to, not have to had better, had better not must, must not could

Example: Carol is just recovering from the flu. She's at work today. She works for a big company. It's her first day back to work since she got ill. She tires easily and feels a little dizzy.

SPEAKER A: Carol ought to talk to her supervisor about leaving work early today.

SPEAKER B: I think Carol should go directly home from work, no matter what her boss says. She's got to take care of her health.

SPEAKER C: I agree. She doesn't have to stay at work if she doesn't feel well, and she shouldn't.

SPEAKER D: She could explain to her boss that she doesn't feel well yet and see what her boss says.

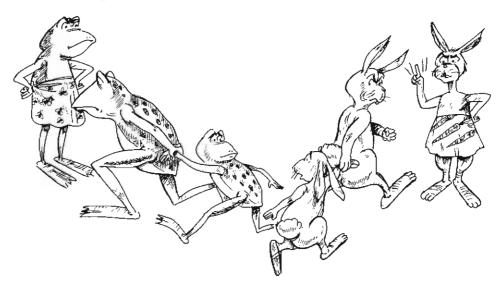
SPEAKER E: I think she should stay at work until quitting time. If she was well enough to come to work, she's well enough to work a full day. Etc.

- 1. Steve is a biology major. Chemistry is a required course for biology majors. Steve doesn't want to take chemistry. He would rather take a course in art history or creative writing. His parents want him to become a doctor. He's not interested in medicine or science. He hasn't told his parents because he doesn't want to disappoint them.
- 2. Matt and Amy are eighteen years old. They are full-time students. Their parents are supporting their education. Matt and Amy met five weeks ago. They fell in love. Matt wants to get married next month. Amy wants to wait four years until they finish their education. Matt says he can't wait that long. Amy loves him desperately. She thinks maybe she should change her mind and marry Matt next month because love conquers all.
- 3. Georgia has just left the supermarket. She paid for her groceries in cash. When she got her change, the clerk made a mistake and gave her too much money. Georgia put the extra money in her purse. With her ten-year-old son beside her, she walked out of the store. Georgia needs the money and tells herself that the store won't miss it. Nobody needs to know.

4. This is a story about a rabbit named Rabbit and a frog named Frog. Rabbit and Frog are good friends, but Rabbit's family doesn't like Frog, and Frog's family doesn't like Rabbit.

Rabbit's family says, "You shouldn't be friends with Frog. He's too different from us. He's green and has big eyes. He looks strange. You should stay with your own kind."

And Frog's family says, "How can you be friends with Rabbit? He's big and clumsy. He's covered with hair and has funny ears. Don't bring Rabbit to our house. What will the neighbors think?"



(a) A: Nancy is yawning. B: She <i>must be</i> sleepy.	In (a): Speaker B is making a logical guess. He bases his guess on the information that Nancy is yawning. His logical conclusion, his "best guess," is that Nancy is sleepy. He uses <i>must</i> to express his logical conclusion.
 (b) LOGICAL CONCLUSION: Amy plays tennis every day. She <i>must like</i> to play tennis. (c) NECESSITY: If you want to get into the movie theater, you <i>must buy</i> a ticket. 	COMPARE: Must can express • a logical conclusion, as in (b). • necessity, as in (c).
(d) NEGATIVE LOGICAL CONCLUSION: Eric ate everything on his plate except the pickle. He must not like pickles. (e) PROHIBITION: There are sharks in the ocean near our hotel. We must not go swimming there.	COMPARE: Must not can express • a negative logical conclusion, as in (d). • prohibition, as in (e).

Directions: Make a logical conclusion about each of the following situations. Use must.
Example: Emily is crying. → She must be unhappy.
 Mrs. Chu has a big smile on her face. Nadia is coughing and sneezing. Rick is wearing a gold ring on the fourth finger of his left hand. Sam is shivering. Mr. Alvarez just bought three mouse traps. James is sweating. Rita rents ten movies every week. Olga always gets the highest score on every test she takes. Toshi can lift one end of a compact car by himself.
■ EXERCISE 29. Making logical conclusions: MUST and MUST NOT. (Charf 7-11) Directions: Complete the dialogues with must or must not.
1. A: Did you offer our guests something to drink?
B: Yes, but they didn't want anything. They wust not be thirsty.
2. A: You've been out here working in the hot sun for hours. You <u>must</u> be thirsty B: I am.
3. A: Adam has already eaten one sandwich. Now he's making another.
B: He be hungry.
4. A: I offered Holly something to eat, but she doesn't want anything.
B: She be hungry.
5. A: Brian has a red nose and has been coughing and sneezing.
B: Poor fellow. He have a cold.
6. A: Fido? What's wrong, old boy?
B: What's the matter with the dog?
A: He won't eat.
B: He feel well.
7. A: Erica's really bright. She always gets above ninety-five percent on her math tests.
B: I'm sure she's bright, but she also study a lot.
8. A: I've called the bank three times, but no one answers the phone. The bank
be open today. That's strange.
B: Today's a holiday, remember? A: Oh, of course!
11. On, or course.

- 9. A: Listen. Someone is jumping on the floor in the apartment above us. Look. Your chandelier is shaking.
 - B: Mr. Silverberg _____ be doing his morning exercises. The same thing happens every morning.



■ EXERCISE 30. Making logical conclusions: MUST and MUST NOT. (Chart 7-11)

Directions: Make logical conclusions. Use must or must not. Use the suggested completions and/or your own words.

- 1. I am at Eric's apartment door. I've knocked on the door and have rung the doorbell several times. Nobody has answered the door. be at home? be out somewhere?

 → Eric must not be at home. He must be out somewhere.
- 2. **Jennifer** reads all the time. She sits in a corner and reads even when people come to visit her. *love books? like books better than people? like to talk to people?*
- 3. **Kate** has a full academic schedule, plays on the volleyball team, has the lead in the school play, is a cheerleader, takes piano lessons, and has a part-time job at the ice cream store. be busy all the time? have a lot of spare time?
- 4. **David** gets on the Internet every day as soon as he gets home from work. He stays at his computer until he goes to bed. be a computer addict? have a happy home life?
- 5. **Betsy** just talked to Jake on the phone. He asked her to go to a movie. She told him that she had to study. She has just hung up, and now she's going to get ready for bed and go to sleep. want to go a movie? be tired?
- 6. **Debbie** just got home from school. She slammed the front door, threw her books on the floor, and ran to her room. Now her parents can hear music through Debbie's closed door. be upset? want to talk to her parents right now? want to be alone?

7-12 GIVING INSTRUCTIONS: IMPERATIVE SENTENCES Imperative sentences are used to give commands, COMMAND (a) General: Open the door! make polite requests, and give directions. The Yes, sir! Soldier: difference between a command and a request lies in the speaker's tone of voice and the use of please. REQUEST Please can come at the beginning or end of a (b) Teacher: Open the door, please. Student: Okay, I'd be happy to. Open the door, please. DIRECTIONS Please open the door. (c) Barbara: Could you tell me how to get to the post office? Stranger: Certainly. Walk two blocks down this street. Turn left and walk three more blocks. It's on the right-hand side of the street. The simple form of a verb is used in imperative (d) Close the window. sentences. The understood subject of the sentence (e) Please sit down. is you (meaning the person the speaker is talking (f) Be quiet! to): (You) close the window. (g) Don't walk on the grass. NEGATIVE FORM: (h) Please don't wait for me. Don't + the simple form of a verb

☐ EXERCISE 31. Imperative sentences. (Chart 7-12)

(i) Don't be late.

Directions: Complete the dialogues with imperative sentences. Try to figure out something the first speaker might say in the given situation.

1.	THE TEACHER:	Read this sentence, please. /Look at page 33. /Etc.
	THE STUDENT:	Okay.
2.	THE DOCTOR:	All right.
3.	THE MOTHER: THE SON:	I will. Don't worry.
4.	MRS. JONES:	
	THE CHILDREN:	Yes, ma'am.
5.	THE GENERAL:	*
	THE SOLDIER:	Yes, sir! Right away, sir!
6.	THE FATHER:	
	THE DAUGHTER:	Okay, Dad.
7.	A FRIEND:	
	a friend:	Why not?
8.	THE WIFE:	
	THE HUSBAND:	Okay.

9. THE HUSBAND:
THE WIFE: Why?

10. THE BOSS:
THE EMPLOYEE: I'll do it immediately.

11. THE FATHER:

■ EXERCISE 32. Imperative sentences. (Chart 7-12)

Directions: Pair up with a classmate.

THE SON:

Student A: Your book is open. Read the directions to Student B.

Okay. I won't.

Student B: Your book is closed. Follow the directions.

STUDENT A to B: Follow these steps to find the answer to a number puzzle.

- Write down the number of the month you were born. (For example, write "2" if you were born in February. Write "3" if you were born in March.)
- Double it.
- Add 5.
- Multiply by 50.
- · Add your age.
- · Subtract 250.
- In the final number, the last two digits on the right will be your age, and the one or two digits on the left will be the month you were born.

Switch roles.

STUDENT B to A: Repeat the directions to the number puzzle to Student A.

■ EXERCISE 33. Writing activity. (Chart 7-12)

Directions: Write about one or more of the following.

Give general advice to people who want to

1. improve their health.

5. find a job.

2. get good grades.

6. live life fully every day.

3. improve their English.

7. get married.

4. make a good first impression.

8. help preserve the earth's environment.

Example: handle stress

Do you want to handle stress in your life? Here are some suggestions for you to consider.

- Be sure to get daily exercise. You should devote at least half an hour to physical activity every day.
- Don't overload your daily schedule. Learn to manage your time efficiently.
- You have to take time for yourself. Don't keep yourself busy doing things for everyone else from morning until night. Do things that are just for you. Read, reflect, listen to music, or just do nothing for a period every day.
- Don't waste time worrying about things you can't change. Recognize the things you can't change and accept them. Change only the things you can change.

\square EXERCISE 34. Writing activity. (Charts 7-1 \rightarrow 7-12)

Directions: One of your friends wants to come to this city, either to go to school or get a job. Write your friend a letter. Give your friend advice about coming to this city to study or work.

7-13	MAKING SUGGESTIONS	: LET'S AND WHY DON'T
B: (b) A:	It's hot today. <i>Let's go</i> to the beach. Okay. Good idea. It's hot today. <i>Why don't we go</i> to the beach? Okay. Good idea.	Let's (do something) and why don't we (do something) have the same meaning. They are used to make suggestions about activities for you and me. Let's = let us.
B:	I'm tired. Why don't you take a nap? That's a good idea. I think I will.	Why don't you (do something) is used to make a friendly suggestion, to give friendly advice.

EXERCISE 35. Making suggestions with LET'S and WHY DON'T WE. (Chart 7-13)

Directions: Make suggestions using let's and/or why don't we. Work in pairs or as a class.

Example:

SPEAKER A: What would you like to do today?

SPEAKER B: Why don't we go for a walk in the park? / Let's go for a walk in the park.

- 1. Would you like to do this exercise in pairs or as a class?
- 2. What would you like to do this afternoon?
- 3. What do you want to do this weekend?
- 4. Where should we go for dinner tonight?
- 5. Who should we ask to join us for dinner tonight?
- 6. What time should we meet at the restaurant?

■ EXERCISE 36. Making suggestions with WHY DON'T YOU. (Chart 7-13)

Directions: Make suggestions using why don't you. Work in pairs or as a class.

Example:

SPEAKER A: I'm hungry,

SPEAKER B: Why don't you have a candy bar?

- 1. I'm thirsty.
- 2. I'm sleepy.
- 3. I have a toothache.
- 4. It's too hot in this room.
- 5. I have to take a science course next semester. What should I take?
- 6. Tomorrow is my sister's birthday. What should I give her?

■ EXERCISE 37. Making suggestions with LET'S and WHY DON'T. (Chart 7-13)

Directions: Two students, books open, will read a dialogue aloud. Listen to the dialogue, books closed, and then repeat or write down the suggestion(s) you hear in the dialogue.

Example:

SPEAKER A (Yoko): Are you done with your work?

SPEAKER B (Talal): Yes.

SPEAKER A (Yoko): Good. Let's go to the market. I'm hungry for some fresh fruit.

SPEAKER B (Talal): Okay.

→ (repeated or written): Yoko said, "Let's go to the market."

- 1. A: I'm getting sleepy.
 - B: Why don't you have a strong cup of tea?
 - A: I suppose I could.
- 2. A: Are you busy tonight?
 - B: No. Why?
 - A: Let's rent a video.
 - B: Okay.
- 3. A: Brrr. I'm cold.
 - B: Why don't you put on a sweater?
 - A: I don't have a sweater.
- 4. A: Where do you want to go for lunch?
 - B: Why don't we go to (name of a local place)?
 - A: That's too crowded at lunch time. Let's go to (name of a local place) instead.
 - B: Okay.
- 5. A: I have a headache.
 - B: Why don't you take some aspirin?
 - A: I don't like to take aspirin.
 - B: Why not?
 - A: It upsets my stomach.
 - B: Then why don't you lie down and rest? Sometimes that's all it takes to get rid of a headache.
- 6. A: Why don't we go dancing tonight?
 - B: I don't know how to dance.
 - A: Oh. Then why don't we go to a movie?
 - B: I don't like movies.
 - A: You don't like movies?!
 - B: No.
 - A: Well then, let's go to a restaurant for dinner.
 - B: That's a waste of money.
 - A: Well, you do what you want to tonight, but I'm going to go to a restaurant for dinner. And after that I'm going to go to a movie. And then I'm going to go dancing!

	38. Making suggestions with LET'S and WHY DON'T WE. (Chart 7-13) ctions: Complete the dialogues. Use let's or why don't we.
	A: The weather's beautiful today. Let's/Why don't we go on a picnic? B: Good idea.
]	A: I'm bored. B: Me too.
3. A	A: Great idea! A: Are you hungry? B: Yes. Are you? A: Yes.
4. <i>1</i>	B: Okay. A: What are you going to do over the holiday? B: I don't know. What are you going to do? A: I haven't made any plans.
1	B:
1	A: I need to go shopping. B: So do I. A:
	B: I can't go then. A: Okay. That's fine with me.
	A: Do you have any plans for this weekend? B: Not really.
]	A: I don't either. B: Okay. Good idea.
<i>t</i> = 1	A: What time should we leave for the airport? B:
]	A: What should we do tonight? B:
9. 1	A: Sounds okay to me.
1	3: Let's not instead. A: Okay.

■ EXERCISE 39. Making suggestions with WHY DON'T YOU. (Chart 7-13)

Directions: Work in groups. Make suggestions using why don't you. Speaker A states the problem, and then others offer suggestions. Only Speaker A's book is open. Rotate the open book, using a new Speaker A for each item.

Example: I'm at a restaurant with some business clients. I left my wallet at home. I don't have enough money to pay the bill. What am I going to do?

SPEAKER A: Okay, here's the situation. I'm at a restaurant with some business customers. I sell computer parts. I need to impress my clients. I have to pay for dinner, but I left my wallet at home. I'm really embarrassed. What am I going to do?

SPEAKER B: Why don't you call your office and ask someone to bring you some money?

SPEAKER C: Why don't you borrow the money from one of your customers?

SPEAKER D: Why don't you excuse yourself and go home to get your wallet?

SPEAKER E: Why don't you have a private discussion with the manager and arrange to pay the bill later?

- 1. I feel like doing something interesting and fun tonight. Any suggestions?
- 2. I need regular physical exercise. What would you suggest?
- 3. An important assignment is due in Professor Black's history class today. I haven't done it. Class starts in an hour. What am I going to do?
- 4. I've lost the key to my apartment, so I can't get in. My roommate is at the library. What am I going to do?
- 5. My friend and I had an argument. We stopped talking to each other. Now I'm sorry about the argument. I want to be friends again. What should I do?
- 6. I work hard all day, every day. I never take time to relax and enjoy myself. I need some recreation in my life. What do think I should do?
- 7. I'm trying to learn English, but I'm making slow progress. What can I do to learn English faster?

7-14 STATING PREFERENCES: PREFER, LIKE BETTER, WOULD RATHER				
(a) I prefer apples to oranges.(b) I prefer watching TV to studying.	prefer + noun + to + noun prefer + -ing verb + to + -ing verb			
(c) I like apples better than oranges.(d) I like watching TV better than studying.	like + noun + better than + noun like + -ing verb + better than + -ing verb			
 (e) Ann would rather have an apple than an orange. (f) INCORRECT: Ann would rather has an apple. 	Would rather is followed immediately by the simple form of a verb (e.g., have, visit, live).			
 (g) I'd rather visit a big city than live there. (h) INCORRECT: I'd rather visit a big city than to live there. INCORRECT: I'd rather visit a big city than living there. 	Verbs following <i>than</i> are also in the simple form.			
(i) Pd/You'd/She'd/He'd/We'd/They'd rather have an apple.	Contraction of would = 'd.			
(j) Would you rather have an apple or an orange?	In (j): In a polite question, would rather can be followed by or to offer someone a choice.			

_	rections: Complete the sentences with			
1.	When I'm hot and thirsty, I prefer	cold drinks	to	hot drinks.
2.	. When I'm hot and thirsty, I like col	d drinks better _	than	hot drinks.
3.	. When I'm hot and thirsty, I'd rathe	r have a cold drir	nk <u>th</u>	an a hot drink.
4.	. I prefer tea coffee.			
5.	. I like tea better co	offee.		
6.	. I'd rather drink tea	_ coffee.		
7.	. When I choose a book, I prefer nor	ufiction	fictio	on.
8.	. I like rock-and-roll better	classical n	nusic.	
9.	. My parents would rather work	retir	e. They en	njoy their jobs.
10.	. Do you like fresh vegetables better	f	rozen or ca	inned vegetables?
11.	. I prefer visiting my friends in the	evening	wat	ching TV by myself.
12.	. I would rather read a book in the	evening	visit	t with friends.
— Dir	SE 41. Expressing preferences: We irections: Answer the questions in contample: Which do you prefer, apples of the prefer (oranges) to (apples).	or oranges?*	Work in p	
Exc	cample: Which do you like better, ban $\rightarrow I$ like (bananas) better than		es?	
Exc	cample: Which would you rather have $\rightarrow I'd$ rather have (a banana).	right now, an app	le or a ban	ana?
2. 3. 4.	Which do you like better, rice or poor. Which do you prefer, peas or corn? Which would you rather have for die. Name two sports. Which do you like. Name two movies. Which one would	nner tonight, bean te better?	s or potato	es?
6. 7. 8. 9.	witch roles if working in pairs.) What kind of music would you rathed. Name two vegetables. Which do you like better, Chinese for Name two sports that you play. When Name two TV programs. Which do	u prefer? ood or Mexican fo ich sport would yo	od?	lay this afternoon?

^{*}Use a rising intonation on the first choice and a falling intonation on the second choice.

Which do you prefer, apples or oranges?

□ EXER	CISE 42. Expressing preferen Directions: Use would rather a groups, or as a class.		
	Would you rather 1. live in an apartment or (live) 2. be a doctor or (be) a dentist 3. be married or (be) single? W 4. be ugly and intelligent or (be) 5. have a car or (have) an airpl 6. be rich and unlucky in love	? Why? Vhy? e) handsome/beautiful a ane? Why?	
□ exer	(Switch roles if working in pairs.) 7. get on the Internet or read a 8. go to Moscow or (go) to Lo. 9. go to a football game or (go) 10. go to (name of a place in this 11. have six children or (have) to 12. be a bird or (be) a fish? Wh	ndon for your vacation?) to a soccer game? When city or go to (name of wo children? Why? y? (Chapter 7)	ny? a place in this city)? Why?
	Directions: Each of the following the dialogue could take place, an Example: "My horse is sick."		Try to imagine a situation in which completion.
	-	ter? You <u>B</u> call th B. had better	e vet." C. may
	 "Does this pen belong to yo "No. It be Susan's. A. had better 		desk." C. must
	"Let's go to a movie this eve "That sounds like fun, but I tonight."	can't. I finish	
	A. have got to	B. would rather	C. ought to
		commended Ann instea	something?" d of him for the promotion. You ons. At least that's what I think." C. can

CORRECT: I'd rather live in an apartment than in a house.
CORRECT: I'd rather live in an apartment than a house.

^{*}It is possible but not necessary to repeat a preposition after than.

4.	"Does Tom want to go with		_
	"No. He go to a wr	_	
	A. could	B. would rather	C. prefers
5.	"I did it! I did it! I got my	driver's license!"	
	"Congratulations, Michelle.	I'm really proud of you	u."
	"Thanks, Dad. Now	_ I have the car tonight	? Please, please!"
	"No. You're not ready for th	ıat quite yet."	
	A. will	B. should	C. may
6.	"I just tripped on your carpe that before someone gets	et and almost fell! Ther hurt."	e's a hole in it. You fix
	"Yes, Uncle Ben. I should.	I will. I'm sorry. Are y	you all right?"
	A. can	B. ought to	C. may
7.	"Are you going to the confer		
	"I It's sort of iffy in what my supervisor will d		for travel money, but who know
	A. will	B. have to	C. might
8.	"What shall we do after the	meeting this evening?"	
	" pick Jan up and all	_	ner."
	A. Why don't	B. Let's	C. Should
9.	"Have you seen my denim ja "Look in the hall closet."	acket? I find it.	"
	A. may not	B. won't	C. can't
10.	"Bye, Mom! I'm going to go	o play soccer with my fi	riends."
	"Wait a minute, young man!	You do your o	chores first."
	A. had better not	B. have to	C. would rather
11.	"Do you think that Scott wil	ll quit his job?"	
	"I don't know. He	He's very angry. We'll	just have to wait and see."
		B. may	
12.	"The hotel supplies towels, y "This is my bathrobe, not a		pack a towel in your suitcase."
	A. don't have to		C. couldn't
13.	"I heard that Bill was serious	sly ill."	
	"Really? Well, he be	sick anymore. I just sa	aw him riding his bike to work."
	A. won't	B. doesn't have to	
14.	"Do you understand how th	is computer program w	orks?"
	"Sort of, but not really		
	A. Could	B. Should	C. Must

15.			ty when you were in New York?" climb all those stairs." C. must not
16.	"Rick, work for m "Sure. I was going to ask		
	A. should you	B. would you	C. do you have to
17.	"How are we going to take time?"	care of your little bro	ther and go to the concert at the same
	"I have an idea v	e take him with us?"	
	A. Why don't		C. Will
18.	"Meet me at Tony's at five "Is something wrong?"	. Please! I ta	lk to you. It's important."
	A. could	B. will	C. must
19.	"What are you children do	ing? Stop! You	play with sharp knives."
	A. mustn't	B. couldn't	C. don't have to
20.	"Don't wait for me. I	late."	
	A. maybe	B. may to be	C. may be
21.	"Mr. Wells can't figure out		-
	A. had better	B. can't	C. would rather
			li i

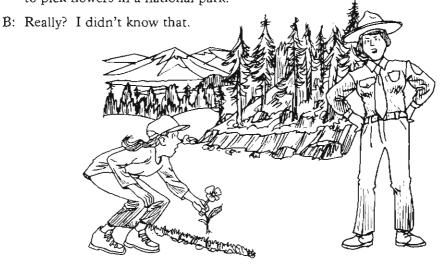


EXERCISE 44	Peview.	auxiliary verbs.	(Chanters	1 -> 7)
 EVERCISE 44	Keview.	duxilluly velos.	(Clippiels	1 - (1)

Directions: Complete the sentences with any appropriate auxiliary verb in the list. There may be more than one possible completion. Also include any words in parentheses.

am	do	has to	might	was
are	does	have to	must	were
can	did	is	ought to	will
could	had better	may	should	would

- 1. A: Hello?
 - B: Hello. This is Gisella Milazzo. May (Could/Can) I speak with Ms. Morgan, please?
- 2. A: Where's the newspaper?
 - B: I (not) _____ don't have it. Ask Kevin.
- 3. A: ______ you rather go downtown today or tomorrow?
 - B: Tomorrow.
- 4. A: Stop! You (not) _____ pick those flowers! It's against the law to pick flowers in a national park.



- 5. A: _____ you talk to Amanda yesterday?
 - B: Yes. Why?
- 6. A: _____ I help you, sir?
 - B: Yes. _____ you show me the third watch from the left on the top shelf?
 - A: Of course.

7.	A:	I'm sorry.	you repeat tha	t? I can't hear you becaus	se
		my dog	barking.		
	B:	I said, "Why is your dog ma	aking all that noise?"		
8.	A:	I don't know whether to tur	rn left or right at the next	intersection.	
	B:	I think you	pull over and	look at the map.	
9.	A:	Hurry up. Kate and Greg		waiting for us.	
	B:	Ι	hurrying!		
10.	A:	Andy can't teach his class to	onight.		
	B:	He	teach tonight! He'll b	e fired if he doesn't show	up.
11.	A:	Stop! (not)	touch that pa	n! It's hot! You'll burn	
		yourself.			
	B:	Relax. I had no intention o	f touching it.		
12.	A:	What	you carrying?	you	1
		want some help?			
	B:	It's a box of books.	you o	pen the door for me, plea	se?
13.	A:	Hello?			
	B:	Hello.	I please speak to S	Sandra Wilson?	
	A:	I'm sorry. There's no one h	ere by that name. You _		have
		the wrong number.			
14.	A:		Nick going to be at the m	eeting tomorrow?	
		I hope so.		political Branch	
15.	A:	Everyone	work toward		
		cleaning up the environmen	nt.	MAN HOUSE	سُلْنَكُ
	B:	I agree. Life on earth (not)			
		survive if we continue to po	ison the land, water,	Community of the second	
		and air.			

CONTENTS

8-1	Connecting ideas with and	8-5	Using and + too, so, either, neithe
8-2	Connecting ideas with but and or	8-6	Connecting ideas with because
8-3	Connecting ideas with so	8-7	Connecting ideas with even though
8-4	Using auxiliary verbs after but and and		although

■ EXERCISE 1. Preview. (Chapter 8)

Directions: Add punctuation (commas and periods) and capital letters if necessary. Do not change or add any words.

- 1. Butterflies are insects all insects have six legs.
 - → Butterflies are insects. All insects have six legs.
- 2. Ants and butterflies are insects. OK (no change)
- 3. Ants butterflies cockroaches bees and flies are insects.
- 4. Butterflies and bees are insects spiders are different from insects.
- 5. Spiders have eight legs so they are not called insects.
- 6. Most insects have wings but spiders do not.
- Bees are valuable to us they pollinate crops and provide us with honey.
- 8. Some insects bite us and carry diseases.



- 9. Insects can cause us trouble they bite us carry diseases and eat our food.
- 10. Insects are essential to life on earth the plants and animals on earth could not live without them insects may bother us but we have to share this planet with them.
- 11. We have to share the earth with insects because they are essential to plant and animal life.
- 12. Because insects are necessary to life on earth it is important to know about them.

8-1 CONNECTING IDEAS WITH AND				
(a) NO COMMA: I saw a cat and a mouse. (b) COMMAS: I saw a cat, a mouse, and a dog.	When and connects only two words (or phrases) within a sentence, NO COMMA is used, as in (a). When and connects three or more items within a sentence, COMMAS are used, as in (b).*			
CONNECTING TWO SENTENCES (c) COMMA: I saw a cat, and you saw a mouse.	When and connects two complete sentences (also called independent clauses), a comma is usually used, as in (c).			
(d) PERIOD: I saw a cat. You saw a mouse. (e) INCORRECT: I saw a cat, you saw a mouse.	Without <i>and</i> , two complete sentences are separated by a period, as in (d), NOT a comma.** A complete sentence begins with a capital letter; note that <i>You</i> is capitalized in (d).			

^{*}In a series of three or more items, the comma before and is optional.

ALSO CORRECT: I saw a cat, a mouse and a dog.

■ EXERCISE 2. Connecting ideas with AND. (Chart 8-1)

Directions: Underline and label the words (noun, verb, adjective) connected by and. Add commas as necessary.

1. My aunt puts milk and sugar in her tea. \rightarrow no commas needed

- 2. My aunt puts milk, sugar, and lemon in her tea. \rightarrow commas needed
- 3. The river is wide and deep.
- 4. The river is wide deep and dangerous.
- 5. Goats and horses are farm animals.

^{**}A "period" (the dot used at the end of a sentence) is called a "full stop" in British English.

- 6. Giraffes anteaters tigers and kangaroos are wild animals.
- 7. The children played games sang songs and ate birthday cake.
- 8. The children played games and sang songs.
- 9. My mother father and grandfather went to the airport to pick up my brother and sister.
- 10. When he wants to entertain the children, my husband moos like a cow roars like a lion and barks like a dog.

EXERCISE 3. Connecting ideas with AND. (Chart 8-1)

Directions: Write sentences for some or all of the topics below. Use and in your sentences.

Example: three things you are afraid of

- → I'm afraid of heights, poisonous snakes, and guns.
- 1. your three favorite sports
- 2. three adjectives that describe a person whom you admire
- 3. four cities that you would like to visit
- 4. two characteristics that describe (name of this city)
- 5. three or more separate things you did this morning
- 6. the five most important people in your life
- 7. two or more things that make you happy
- 8. three or more adjectives that describe the people in your country

EXERCISE 4. Punctuating with commas and periods. (Chart 8-1)

Directions: Add commas and periods where appropriate. Capitalize as necessary.

- 1. The rain fell the wind blew.
 - \rightarrow The rain fell. **T**he wind blew.
- 2. The rain fell and the wind blew.
 - The rain fell, and the wind blew.*
- 3. I talked he listened.
- 4. I talked to Ryan about his school grades and he listened to me carefully.

^{*}Sometimes the comma is omitted when and connects two very short independent clauses. ALSO CORRECT: The rain fell and the wind blew. (NO COMMA) In longer sentences, the comma is helpful and usual.

- 5. The man asked a question the woman answered it.
- 6. The man asked a question and the woman answered it.
- 7. People and animals must share the earth and its resources.
- 8. Rome is an Italian city it has a mild climate and many interesting attractions.
- 9. You should visit Rome its climate is mild and there are many interesting attractions.
- 10. The United States is bounded by two oceans and two countries the oceans are the Pacific to the west and the Atlantic to the east and the countries are Canada to the north and Mexico to the south.
- 11. The twenty-five most common words in English are: the and a to of I in was that it he you for had is with she has on at have but me my and not.

 (a) I went to bed but couldn't sleep. (b) Is a lemon sweet or sour? (c) Did you order coffee, tea, or milk? 	 And, but, and or are called "conjunctions."* Like and, but and or can connect items within a sentence. Commas are used with a series of three or more items, as in (c).
I dropped the vase. = a sentence It didn't break. = a sentence (d) I dropped the vase, but it didn't break. (e) Do we have class on Monday, or is Monday a holiday?	A comma is usually used when but or or combines two complete (independent) sentences into one sentence, as in (d) and (e).**

^{*}More specifically, and, but, and or are called "coordinating conjunctions."

I saw a cat. And you saw a mouse.

EXERCISE 5. Connecting ideas with AND, BUT, and OR. (Charts 8-1 and 8-2) Directions: Add and, but, or or. Add commas if necessary.
1. I washed my shirt it didn't get clean.
2. Would you like some water ov some fruit juice?
3. I bought some paper, a greeting card some envelopes.
4. The flight attendants served dinner I didn't eat.

^{**}Except in very formal writing, a conjunction can also come at the beginning of a sentence.

ALSO CORRECT: I dropped the vase. But it didn't break.

5.	I was hungry didn't eat on the plane. The food didn't look appetizing.
6.	I washed my face, brushed my teeth combed my hair.
7.	Golf tennis are popular sports.
8.	Sara is a good tennis player she's never played golf.
9.	Which would you prefer? Would you like to play tennis golf Saturday morning?
10.	Who called whom? Did Bob call you did you call Bob?
	E 6. Punctuating with commas and periods. (Charts 8-1 and 8-2) ections: Add commas, periods, and capital letters as appropriate.
1.	Cats are mammals turtles are reptiles. → Cats are mammals. Turtles are reptiles.
2.	Cats are mammals but turtles are reptiles.
3.	Cows and horses are farm animals but zebras and giraffes are wild animals.
4.	Cows and horses are farm animals zebras giraffes and lions are wild animals.
5.	Cars use roads trains run on tracks.
6.	Cars buses and trucks use roads but trains run on tracks.
7.	Most vegetables grow above the ground but some are roots and grow under the ground corn beans and cabbage grow above the ground but carrots and onions grow
	under the ground.
8.	Why do people with different ethnic backgrounds sometimes fear and distrust each
	other?
9.	Nothing in nature stays the same forever today's land sea climate plants and animals

are all part of a relentless process of change continuing through millions of years.

10. Mozart was a great composer but he had a short and difficult life at the end of his life, he was penniless sick and unable to find work but he wrote music of lasting beauty and joy.



8-3 CONNECTING IDEAS WIT	TH SO
(a) The room was dark, so I turned on a light.	So can be used as a conjunction. It is preceded by a comma. It connects the ideas in two independent clauses. So expresses results: cause: The room was dark. result: I turned on a light.
(b) COMPARE: The room was dark, but I didn't turn on a light.	But often expresses an unexpected result, as in (b).

	SE 7. SO vs. BUT. (Charts 8-2 and 8 rections: Add so or but.	3-3)	
1.	It began to rain, So I or	ened my umbrella.	
2.	It began to rain, <u>but</u> I did	in't open my umbrella.	
3.	. I didn't have an umbrella,	I got wet.	
4.	. I didn't have an umbrella,	I didn't get wet becau	se I was wearing my
	raincoat.		
5.	The water was cold,	I didn't go swimming.	
6.	The water was cold,	I went swimming anyway.	
7.	. Scott's directions to his apartment we	ren't clear,	George got lost.
8.	The directions weren't clear,	I found Scott's apa	rtment anyway.
9.	My friend lied to me,	I still like and trust her.	
10.	My friend lied to me,	I don't trust her anymore.	

■ EXERCISE 8. Punctuating with commas and periods. (Charts 8-1 → 8-3)

Directions: Add commas, periods, and capital letters as necessary.

- 1. African elephants are larger than Asiatic elephants. E ∉lephants native to Asia are easier to train and have gentler natures than African elephants.
- 2. Asiatic elephants are native to the jungles and forests in India Indonesia Malaysia Thailand India China and other countries in southeastern and southern Asia.
- 3. Elephants spend a lot of time in water and are good swimmers they take baths in rivers and lakes they like to give themselves showers by shooting water from their trunks.

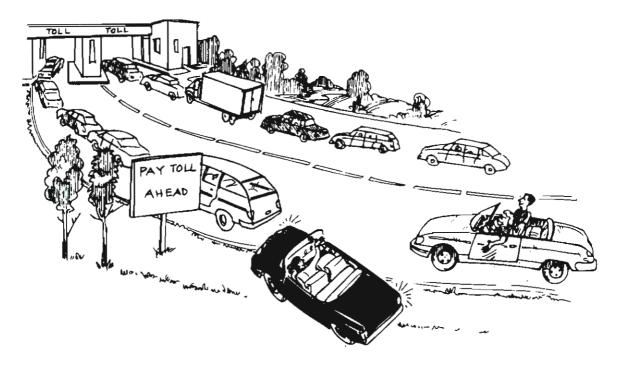


- 4. After a bath, they often cover themselves with dirt the dirt protects their skin from the sun and insects.
- 5. A female elephant is pregnant for approximately twenty months and almost always has only one baby a young elephant stays close to its mother for the first ten years of its life.
- 6. Elephants live peacefully together in herds but some elephants (called rogues) leave the herd and become mean these elephants usually are in pain from decayed teeth a disease or a wound.

■ EXERCISE 9. Punctuating with commas and periods. (Charts 8-1 → 8-3)

Directions: Add commas, periods, and capital letters as necessary.

- (1) A few days ago, a friend and I were driving from Benton Harbor to Chicago.
- (2) W we didn't experience any delays for the first hour but near Chicago we ran into
- (3) some highway construction the traffic wasn't moving at all my friend and I sat in the
- (4) car and waited we talked about our jobs our families and the terrible traffic slowly the
- (5) traffic started to move
- (6) we noticed a black sports car at the side of the road the right blinker was blinking
- (7) the driver obviously wanted to get back into the line of traffic car after car passed
- (8) without letting the black sports car get in line I decided to do a good deed so I
- (9) motioned for the black car to get in line ahead of me the driver of the black car waved
- (10) thanks to me and I waved back at him
- (11) all cars had to stop at a toll booth a short way down the road I held out my
- (12) money to pay my toll but the tolltaker just smiled and waved me on she told me that the
- (13) man in the black sports car had already paid my toll wasn't that a nice way of saying
- (14) thank you?



USING AUXILIARY VERBS AFTER BUT AND AND 8-4

- (a) I don't like coffee, but my husband does.
- (b) I like tea, but my husband doesn't.
- (c) I won't be here tomorrow, but Sue will.
- (d) I've seen that movie, but Joe hasn't.
- (e) He isn't here, but she is.*
- (f) I don't like coffee, and Ed doesn't either.
- (g) I like tea, and Kate does too.
- (h) I won't be here, and he won't either.
- (i) I've seen that movie, and Pat has too.
- (j) He isn't here, and Anna isn't either.

In (a): does = likes coffee. After but and and, often only an auxiliary verb is used. It has the same tense or modal as the main verb.

Notice in the examples:

negative + but + affirmative affirmative + but + negative

negative + and + negative affirmative + and + affirmative

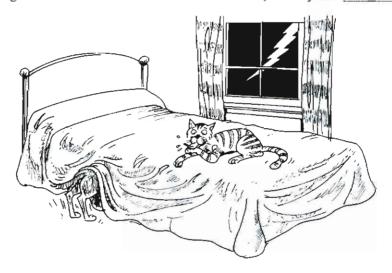
*A verb is not contracted with a pronoun at the end of a sentence after but and and:

CORRECT: ... but she is. INCORRECT: . . . but she's.

EXERCISE 10. Using auxiliary verbs after BUT. (Chart 8-4)

Directions: Complete the sentences with auxiliary verbs.

- 1. Debra **reads** a lot of books, but her brothers ______ don't
- 2. Sam isn't in the school play this year, but Adam is .
- 3. I will be at home this evening, but my roommate
- 4. Ducks like to swim, but chickens ______.
- 5. That phone **doesn't work**, but this one
- 6. Joe **isn't** at home, but his parents
- 7. Carl can touch his nose with his tongue, but most people
- 8. Jack has visited my home, but Linda
- 9. I'm not going to graduate this year, but my best friend ______.
- 10. My dog crawls under the bed when it thunders, but my cat _____

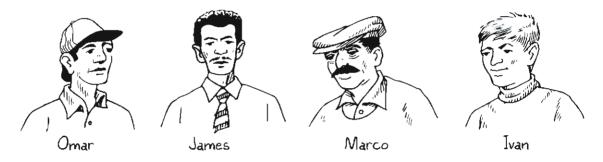


Din		ry verbs after BUT. (Chart 8-4) sentences by using the names of your classmates and appropriate
	-	has long hair, but <u>Kutaiba doesu't</u>
2.	Kunio	doesn't live in an apartment, butBovis does
3.		isn't in class today, but
4.		is here today, but
5.		can speak (a language), but
6.		doesn't have brown eyes, but
7.		didn't come to class yesterday, but
8.		will be at home tonight, but
9.		has a mustache, but
10.		has lived here for a long time, but
eit	her as appropriate.	and his sisters <u>Ao too</u> .
1.	Alex goes to college,	and his sisters <u>Ao too</u>
2.	Anna goes to college	e, but her cousin <u>doesn't</u> .
3.	Hugo doesn't go to	college, and his brother <u>doesn't either</u> .
4.	Horses are domestic	ated animals, and camels
5.	Lions aren't domest	icated animals, and tigers
6.	Horses are domestic	ated animals, but lions
7.	Paula didn't go to th	ne picnic, and Jack
8.	I work at an airplane	e factory, and my brother
9.	Gray is a dull color,	but orange
10.	Rita won't be at the	party, and Jean
11.	Olga was in class yes	sterday, but Antonio
12.	Fatima is in class too	day, and Pedro
13.	I can't sing very well	, but my wife

USING *AND* + *TOO*, *SO*, *EITHER*, *NEITHER* 8-5 (a) and (b) have the same meaning. TOO (a) Sue works, and Tom does too. Word order: subject + auxiliary + too auxS so + auxiliary + subject Tom. (b) Sue works, and so does aux + EITHER (c) and (d) have the same meaning. (c) Ann doesn't work, and Joe doesn't either. Word order: S subject + auxiliary + either NEITHER + aux (d) Ann doesn't work, and neither does Joe. neither + auxiliary + subject Note: An affirmative auxiliary is used with (e) A: I'm hungry. (f) A: I'm hungry. And is usually not used when there are B: I am too. B: So am I. two speakers. (g) A: I don't eat meat. (h) A: I don't eat meat. (e) and (f) have the same meaning. B: Neither do I. B: I don't either. (g) and (h) have the same meaning. (i) A: I'm hungry. (j) A: I don't eat meat. Me too and me neither are often used in B: Me too. (informal) B: Me neither. (informal) informal spoken English.

EXERCISE 13. AND + TOO, SO, EITHER, NEITHER. (Chart 8-5)

Directions: Complete the sentences using the given words. Pay special attention to word order.



1. a. <i>too</i> b. <i>so</i>	Marco has a mustache, and	
2. a. cither b. neither	Omar doesn't have a mustache, and	
3. a. <i>too</i> b. <i>so</i>	Marco is wearing a hat, and	
4. a. either b. neither	Ivan isn't wearing a hat, and	

	Mar	ria is in class today, and <u>so is Po / Po is too</u>				
2.		lives in an apartment, and				
3.		can't speak Chinese, and				
4.		wasn't in class yesterday, and				
5.		stayed home and studied last night, and				
6.		doesn't have a mustache, and				
7.		will be in class tomorrow, and				
8.		isn't married, and				
9.		has dimples, and				
10.		has been in class all week, and				
	clouds salt	Snow is white, and clouds are too / so are clouds Sugar isn't expensive, and				
		+ TOO, SO, EITHER, NEITHER. (Chart 8-5) nplete by using too, so, either, or neither and the given words.				
	cats	Monkeys have long tails, and				
	gorillas	Human beings don't have tails, and				
	the teacher	I forgot to bring my book to class, and				
	the teacher	I was late for class today, and				
7.	I	You've never* been in Nepal, and				
8	penguins	Ostriches can't fly, and				
0.						
0.						
0.						
0.		I WONDER HOW SO DO I!				
0.		I WONDER HOW THEY DO THAT?				
0.		Z **/ C ***				
0.		I WONDER HOW THEY DO THAT?				
0.		I WONDER HOW THEY DO THAT?				
		I WONDER HOW THEY DO THAT?				

■ EXERCISE 14. AND + TOO, SO, EITHER, NEITHER. (Chart 8-5)

The teacher is never late, and neither am I. OR I'm not either.

^{*}Never makes a sentence negative:

CISE 16. AND + TOO, SO, EITHER, NEITHER. Directions: Complete the dialogues by agreeing Use I.			
1. A: I'm tired.	6.	A:	I've never been in Peru.
B: So am I.		B:	
2. A: I didn't enjoy the movie last night. B: Neither did	7,	A: B:	I studied last night.
A: I always have coffee in the morning. B:	8,	A: B:	I should study tonight.
4. A: I don't feel like going to class today. B:	9.		I can't speak Hungarian.
5. A: I didn't eat breakfast this morning. B:	10.		But I can speak English.
CISE 17. SO and NEITHER. (Chart 8-5) Directions: Work in pairs. Speaker A: Say the given sentence. Complete necessary. Your book is open. Speaker B: Respond to Speaker A's statement			The second section of the second seco
Example: I'm confused. SPEAKER A (book open): I'm confused. SPEAKER B (book closed): So am I.*			
Example: Frogs don't have tails. SPEAKER A (book open): Frogs don't have tails SPEAKER B (book closed): Neither do human be			
Example: (Name of a restaurant) is a good place SPEAKER A (book open): Ivar's Seafood Restaut SPEAKER B (book closed): So is Hong Kong Garage	rant is a		

^{*}This exercise is designed to practice the use of so and neither in conversational responses. If, however, Speaker B doesn't want to agree, echo, or support Speaker A's statement, there are alternative responses. For example:

SPEAKER A: I'm confused.

SPEAKER B: You are? What's the matter?

SPEAKER A: Frogs don't have tails.

SPEAKER B: Really? Is that so? Hmmm. I didn't know that. Are you sure?

SPEAKER A: Ivar's Seafood Restaurant is a good place to eat in Seattle.

SPEAKER B: Oh? I've never eaten there.

Switch roles.

1. I studied last night. 11. San Francisco is a seaport.

2. I study grammar every day. 12. Chickens lay eggs.

3. I'm thirsty.

13. I (like/don't like) the weather today.

4. I'd like (a kind of drink). 14. Swimming is an Olympic sport.

5. I've never been in (name of a country). 15. Coffee contains caffeine.

7. ... is a (big/small) country. 17. (Name of a country) is in Africa.

18. I've never had caviar* for breakfast. 8. Paper burns.

9. Snakes don't have legs. 19. Denmark has no volcanoes.

10. I've never seen an iceberg. 20. I'd rather go to (name of a place) than

(name of a place).

16. Elephants can swim.

■ EXERCISE 18. TOO, SO, EITHER, NEITHER. (Chart 8-5)

6. I don't like (a kind of food).

Directions: Create dialogues (either with a partner or in writing).

Speaker A: Use the given verb to make a statement (not a question). Your book is open. Speaker B: React to Speaker A's idea by using too, so, either, or neither in a response.

Your book is closed.

Example: would like

SPEAKER A (book open): I'd like to sail around the world someday.

SPEAKER B (book closed): So would I. OR I would too.**

Example: didn't want

SPEAKER A (book open): Toshi didn't want to give a speech in front of the class.

SPEAKER B (book closed): Neither did Ingrid. OR Ingrid didn't either.**

Switch roles. 1. don't have 7. can fly 2. can't speak 8. would like 3. enjoy 9. didn't go 4. isn't going to be 10. are

5. haven't ever seen 11. is sitting

6. will be 12. wasn't

SPEAKER A: I'd like to sail around the world someday.

SPEAKER B: Really? Why?

SPEAKER A: Toshi didn't want to give a speech in front of the class.

SPEAKER B: Oh? Why not?

^{*}Caviar = fish eggs (an expensive delicacy in some cultures).

^{**}This exercise asks you to use too, so, either, or neither in conversational responses. Other responses are, of course, possible. For example:

(a) He drank water because he was thirsty.	Because expresses a cause; it gives a reason. Why did he drink water? Reason: he was thirsty. A main clause is a complete sentence: He drank water = a complete sentence. An adverb clause is NOT a complete sentence: because he was thirsty = NOT a complete sentence. Because introduces an adverb clause: because + subject + verb = an adverb clause. An adverb clause is connected to a main clause, as in (d) and (e).* In (d): main clause + no comma + adverb clause In (e): adverb clause + comma + main clause			
(b) MAIN CLAUSE: He drank water.				
(c) ADVERB CLAUSE: because he was thirsty				
MAIN CLAUSE ADVERB CLAUSE (d) He drank water because he was thirsty. (no comma)				
(e) Because he was thirsty, he drank water. (comma)	(d) and (e) have exactly the same meaning.			
(f) INCORRECT IN WRITING: He drank water. Because he was thirsty.	(f) is incorrect in written English: because he was thirsty cannot stand alone as a sentence that starts with a capita letter and ends with a period. It has to be connected to main clause, as in (d) and (e).			
(g) CORRECT IN SPEAKING:A: Why did he drink some water?B: Because he was thirsty.	In spoken English, an adverb clause can be used as the short answer to a question, as in (g).			

^{*}See Chart 2-10, p. 48, for a discussion of other adverb clauses. "Time clauses" are adverb clauses that are introduced by when, after, before, while, until, and as soon as.

☐ EXERCISE 19. Adverb clauses with BECAUSE. (Chart 8-6)

Directions: Combine each pair of sentences in two different orders. Use because. Punctuate carefully.

- 1. We didn't have class.
 - The teacher was absent.
 - → We didn't have class because the teacher was absent.
 - → Because the teacher was absent, we didn't have class.
- 2. The children were hungry. There was no food in the house.
- 3. The bridge is closed. We can't drive to the other side of the river.
- 4. My car didn't start. The battery was dead.
- 5. Larry and Patti laughed hard. The joke was very funny.



■ EXERCISE 20. Adverb clauses with BECAUSE. (Chart 8-6)

Directions: Add periods, commas, and capital letters as necessary.

- Jimmy is very young because he is afraid of the dark he likes to have a light on in his bedroom at night.
 - ightharpoonup Jimmy is very young. **B**ecause he is afraid of the dark, he likes to have a light on in his bedroom at night.
- Mr. El-Sayed had a bad cold because he was not feeling well he stayed home from the office.
- Judy went to bed early because she was tired she likes to get at least eight hours of sleep a night.
- Frank put his head in his hands he was angry and upset because he had lost a lot of work on his computer.

EXERCISE 21. BECAUSE and SO. (Charts 8-3 and 8-6)

Directions: Create sentences with the same meaning. Use commas as appropriate.

PART I. Restate the sentence, using so.

- 1. Jack lost his job because he never showed up for work on time.
 - → Jack never showed up for work on time, so he lost his job.
- 2. I opened the window because the room was hot.
- 3. Because it was raining, I staved indoors.

PART II. Restate the sentence, using because.

- 4. Jason was hungry, so he ate.
 - → Because Jason was hungry, he aie. OR Jason ate because he was hungry.
- 5. The water in the river is polluted, so we can't go swimming.
- 6. My watch is broken, so I was late for my job interview.

□ EXERCISE 22. Review: conjunctions and adverb clauses. (Charts 8-1 → 8-6)

Directions: Add commas, periods, and capital letters as appropriate. Don't change any of the words or the order of the words.

- 1. Jim was hot he sat in the shade.
 - → Jim was hot. He sat in the shade.
- 2. Im was hot and tired so he sat in the shade.

- 3. Jim was hot tired and thirsty.
- 4. Because he was hot Jim sat in the shade.
- 5. Because they were hot and thirsty Jim and Susan sat in the shade and drank tea.
- 6. Jim and Susan sat in the shade and drank tea because they were hot and thirsty.
- 7. Jim sat in the shade drank tea and fanned himself because he was hot tired and thirsty.
- 8. Because Jim was hot he stayed under the shade of the tree but Susan went back to work.
- 9. Mules are domestic animals they are the offspring of a horse and a donkey mules are called "beasts of burden" because they can work hard and carry heavy loads.
- 10. Because mules are strong they can work under harsh conditions but they need proper care.
- 11. Ann had been looking for an apartment for two weeks yesterday she went to look at an apartment on Fifth Avenue she rented it because it was in good condition and had a nice view of the city she was glad to find a new apartment.
- 12. The word "matter" is a chemical term matter is anything that has weight this book your finger water a rock air and the moon are all examples of matter radio waves and heat are not matter because they do not have weight happiness daydreams and fear have no weight and are not matter.

8-7 CONNECTING IDEAS WI	TH EVEN THOUGH ALTHOUGH
 (a) Even though I was hungry, I did not eat. I did not eat even though I was hungry. (b) Although I was hungry, I did not eat. I did not eat although I was hungry. 	Even though and although introduce an adverb clause. (a) and (b) have the same meaning. They mean: I was hungry, but I did not eat.
COMPARE (c) Because I was hungry, I ate. (d) Even though I was hungry, I did not eat.	Because expresses an expected result. Even though/although expresses an unexpected or opposite result.

	E 23. EVEN THOUGH vs. BEC ections: Complete the sentence	CAUSE. (Chart 8-7) es by using <i>even though</i> or <i>becaus</i>	se.
1.	<u>Even</u> though	the weather is cold, Rick isn't wear	ring a coat.
2.	Because	the weather is cold, Ben is wearing	g a coat.
3.		Jane was sad, she smiled.	
4.,		Jane was sad, she cried.	
5.		it was cold outside, we went swimi	ming in the lake.
6,		I like to swim, I joined my friends	in the lake.
7.	People ask Tony to sing at we	ddings	he has a good voice.
8.	George sings loudly	he can't carry	a tune.
9.		our friends live on an island, it is e	asy to get there by car
		there is a bridge from the mainlan	d.
	A. their feathers are large B. they are big birds C. they can't fly My brother came to my grad A. he was sick B. he was eager to see eve C. he was happy for me	uation ceremony although	v.
 3. Even though I looked in every pocket and every drawer, A. my keys were under the bed B. my roommate helped me look for my keys C. I never found my keys 4. Jack hadn't heard or read about the murder even though A. he was the murderer 			
	B. it was on the front page C. he was out of town who		
 5. We can see the light from an airplane high in the sky at night before we hear the plane because A. light travels faster than sound B. airplanes travel at high speeds C. our eyes work better than our ears at night 			

 6. Although, he finished the race in first place. A. John was full of energy and strength B. John was leading all the way C. John was far behind in the beginning
 7. My partner and I worked late into the evening. Even though, we stopped at our favorite restaurant before we went home. A. we were very hungry B. we had finished our report C. we were very tired
 8. Snakes don't have ears, but they are very sensitive to vibrations that result from noise. Snakes can sense the presence of a moving object even though A. they have ears B. they feel vibrations C. they can't hear
 9. In mountainous areas, melting snow in the spring runs downhill into streams and rivers. The water carries with it sediment, that is, small particles of soil and rock. In the spring, mountain rivers become cloudy rather than clear because A. mountain tops are covered with snow B. the water from melting snow brings sediment to the river C. ice is frozen water
10. Even though it was a hot summer night, we went inside and shut the windows because A. the rain stopped B. we were enjoying the cool breeze C. a storm was coming
CISE 25. EVEN THOUGH vs. BECAUSE. (Charts 8-6 and 8-7) Directions: Answer "yes" or "no," as you wish. Answer in a complete sentence using either because or even though. Change the wording as you wish. Only the teacher's book is open.
Example: Last night you were tired. Did you go to bed early? Yes, I went to bed early because I was tired. OR Yes, because I was tired, I went to bed before nine. OR No. I didn't go to bed early even though I was really sleepy. OR

- 1. Last night you were tired. Did you stay up late?
- 2. You are thirsty. Do you want (a glass of water)?
- 3. You're hungry. Do you want (a candy bar)?
- 4. Vegetables are good for you. Do you eat a lot of them?
- 5. Space exploration is exciting. Would you like to be an astronaut?

No, even though I was really tired, I didn't go to bed until after midnight.

- 6. Guns are dangerous. Do you want to own one?
- 7. (A local restaurant) is expensive/inexpensive. Do you eat there?
- 8. (A local delicacy) is/are expensive. Do you buy it/them?
- 9. The (name of a local) river is/isn't polluted. Do you want to swim in it?
- 10. Who (in this room) can't swim? Do you want to go to (the beach/the swimming pool) with (. . .) and me this afternoon?
- 11. Who loves to go swimming? Do you want to go to (the beach/the swimming pool) with (. . .) and me this afternoon?
- 12. What are the winters like here? Do you like living here in winter?
- 13. (A recent movie) has had good reviews. Do you want to see it?
- 14. Are you a good artist? Do you want to draw a picture of me on the board?
- 15. Where does your family live? Are you going to go there (over the next holiday)?

■ EXERCISE 26. EVEN THOUGH and BECAUSE. (Chart 8-7)

Directions: Complete the sentences with your own words. Pay attention to proper punctuation.

- 1. I like our classroom even though
- 5. Because we ..., we
- 2. I like my home because
- 6. Even though ..., we
- 3. ... even though I don't
- 7. Even though ..., ... because

4. . . . because I don't

8. Because ..., I..., but ... because

\square EXERCISE 27. Error analysis. (Charts 8-1 \rightarrow 8-7)

Directions: Correct the errors in these sentences. Pay special attention to punctuation.

- 1. Even though I was sick, but I went to work.
 - → Even though I was sick, I went to work.
 - → I was sick, but I went to work.
- 2. Gold silver and copper. They are metals.
 - 3. The students crowded around the bulletin board. Because their grades were posted there.
 - 4. I had a cup of coffee, and so does my friend.
 - My roommate didn't go. Neither I went either.
 - Even I am very exhausted, I didn't stop working until after midnight last night.
 - 7. The teacher went too the meeting, and too of the students did to.
 - 8. Although I like chocolate, but I can't eat it because I'm allergic to it.

- 9. Many tourists visit my country. Warm weather all year. Many interesting landmarks.
- 10. Because the weather in my country is warm and comfortable all year so many tourists visit it in the winter.
- 11. I like to eat raw eggs for breakfast and everybody else in my family too.
- 12. A hardware store sells tools and nails and plumbing supplies and paint and etc.*
- 13. Because the war broke out in late September we had to cancel our October trip even though we already had our passports visas airplane tickets and hotel reservations.
- 14. Many of us experience stress on our jobs my job is stressful because my workplace is not pleasant or comfortable it is noisy hot and dirty even though I try to do my best my boss is unhappy with my work and always gives me bad performance reports I need to find another job.
- 15. I like animals I have a little dog at home her name is Linda she is brown and white.

☐ EXERCISE 28. Punctuating with commas and periods. (Chapter 8)

Directions: Add commas, periods, and capital letters as necessary. (There are four adverb clauses in the following passage. Can you find and underline them?)

What is the most common substance on earth? I it isn't wood, iron, or sand. (1)**T** the most common substance on earth is water it occupies more than seventy percent of the earth's surface it is in lakes rivers and oceans it is in the ground and in the air it is practically everywhere.

^{*}Etc. is an abbreviation of the Latin et cetera. It means "and other things of a similar nature." The word and is NOT used in front of etc.

INCORRECT: The farmer raises cows, sheep, goats, chickens, and etc.

INCORRECT: The farmer raises cows, sheep, goats, and chickens, etc.

CORRECT: The farmer raises cows, sheep, goats, chickens, etc.

Also, notice the spelling: etc., NOT ect.

- (2) Water is vital because life on earth could not exist without it people animals and plants all need water in order to exist every living thing is mostly water a person's body is about sixty-seven percent water a bird is about seventy-five percent water most fruit is about ninety percent water.
- (3) Most of the water in the world is saltwater ninety-seven percent of the water on earth is in the oceans because seawater is salty people cannot drink it or use it to grow plants for food only three percent of the earth's water is fresh only one percent of the water in the world is easily available for human use.
- (4) Even though water is essential to life human beings often poison it with chemicals from industry and agriculture when people foul water with pollution the quality of all life—plant life animal life and human life—diminishes life cannot exist without fresh water so it is essential for people to take care of this important natural resource.

CONTENTS

- 9-1 Making comparisons with as . . . as
- 9-2 Comparative and superlative
- 9-3 Comparative and superlative forms of adjectives and adverbs
- 9-4 Completing a comparative
- 9-5 Modifying comparatives
- 9-6 Comparisons with *less* . . . *than* and *not as* . . . *as*

- 9-7 Unclear comparisons
- 9-8 Using more with nouns
- 9-9 Repeating a comparative
- 9-10 Using double comparatives
- 9-11 Using superlatives
- 9-12 Using the same, similar, different, like, alike

☐ EXERCISE 1. Preview of comparisons. (Chapter 9)

Directions: Use the given words to make comparisons.

1. short/long lines (Compare the lengths of the lines.)

line A ______
line B _____
line C _____
line D _____
line E

- \rightarrow Line C is shorter than lines A and B.
- → B is the longest line of all.
- \rightarrow C isn't as long as A.
- → (continue to make comparisons)
- 2. happy/sad look on his face



DAVID



MIKE



RICK



JIM

3. large/small country (in total land area)

Brazil: 3,286,488 sq. mi. (8,511,965 sq km) Egypt: 385,229 sq. mi. (997,739 sq km) Spain: 194,897 sq. mi. (504,782 sq km) Canada: 3,553,303 sq. mi. (9,203,054 sq km)

4. easy/difficult questions

FIRST QUESTION: What's 2 plus 2?

SECOND QUESTION: What's the square root of 937 divided by 16?

THIRD QUESTION: What's 3 times 127? FOURTH QUESTION: What's 2 plus 3?

5. good/bad handwriting

EXAMPLE A: The meeting starts at eight!

EXAMPLE C: The meeting starts at eight!

9-1 MAKING COMPARISONS WITH AS AS			
(a) Tina is 21 years old. Sam is also 21. Tina is as old as Sam (is).	As as is used to say that the two parts of a comparison are equal or the same in some way. In (a): $as + adjective + as$		
(b) Mike came as quickly as he could.	In (b): $as + adverb + as$		
(c) Ted is 20. Tina is 21. Ted is not as old as Tina.	Negative form: <i>not asas.</i> * <i>Quite</i> and <i>nearly</i> are often used with the negative.		
(d) Ted is not us old us Tina.	In (d): not quite as as = a small difference.		
(e) Amy is 5. She isn't nearly as old as Tina.	In (e): not nearly $as \dots as = a$ big difference.		
(f) Sam is just as old as Tina.(g) Ted is nearly/almost as old as Tina.	Common modifiers of as as are just (meaning "exactly") and nearly/almost.		

^{*}Also possible: not so ... as: Ted is not so old as Tina.



age 21



age 21



TED age 20

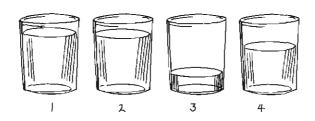


age 5

■ EXERCISE 2. Comparisons with AS . . . AS. (Chart 9-1) Directions: Complete the sentences with one of the following:

- just as
- almost as/not quite as
- not nearly as

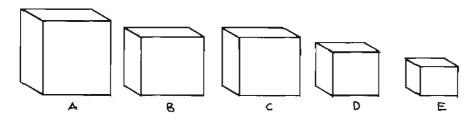
PART I. Compare the fullness of the glasses.



1.	Glass 4 is	<u>almost as/not quite as</u>	full as glass 2.
----	------------	-------------------------------	------------------

- 2. Glass 3 is ______ full as glass 2.
- 3. Glass 1 is _____ full as glass 2.

PART II. Compare the boxes.



4. Box B is big as Box	x A
------------------------	-----

- 5. Box E is ______ big as Box A.
- 6. Box C is ______ big as Box B.
- 7. Box E is ______ big as Box D.

☐ EXERCISE 3. Comparisons with AS ... AS. (Chart 9-1)

Directions: Using the given words, complete the sentences with as ... as. Use a negative verb if appropriate.

1. a housefly and an ant

An ant isn't (quite) as	big as	a housefly	
•		•	

2. a lion and a tiger

A lion is just as	dangerous and wild as	<u>a tiger</u>
-------------------	-----------------------	----------------

	3. a lake and an ocean			
		big as		
	4. honey and sugar			
		sweet as		
	5. good health and money			
		important as		
	6. adults and children/usually			
		patient as		
	7. a galaxy and a solar system			
		large as		
	8. monkeys and people			
		agile in climbing trees as		
	9. reading a novel and listening to music			
	In my opinion,	relaxing as		
EVEDO	ISE 4. Comparisons with AS AS. (CI	part 0.1)		
	Directions: Complete the sentences by using a			
	 I need you right away! Please come → Please come as soon as possible. 			
	 We can't go any farther. This is → This is as far as we can go. 			
	3. I can't work any faster. I'm working			
	4. An orange is sweeter than a lemon. In ot	her words, an orange is not		
	5. A stream is usually much narrower than a	a river. In other words, a stream isn't		
	6. I had expected the test to be difficult, a	nd it was. In other words, the test was		
	just			
	7. It's important to use your English every of English	lay. You should practice speaking		
	8. You're only old if you feel old. You are	. young		
	9. You might think it's easy to do, but it's no	ot quite		
1	0. It takes an hour to drive to the airport. I	t takes an hour to fly to Chicago. In other		
	words it takes			

	✓a bear a feather a mule a bird the hills a rock a bull/an ox a kite a wet hen a cat
1.	When will dinner be ready? I'm as hungry asabear
2.	Did Bill really lift that heavy box all by himself? He must be as strong as
3.	It was a lovely summer day. School was out, and
	as free as
4.	Marco won't change his mind. He's as stubborn as
5.	How can anyone expect me to sleep in this bed? It's as hard as
6.	Of course I've heard that joke before! It's as old as
	Why are you pacing? What's the matter? You're as nervous as
7.	
	Thanks for offering the help, but I can carry the box alone. It looks heavy, but it isn't. It's as light as
8.	

☐ EXERCISE 6. Comparisons with AS . . . AS. (Chart 9-1)

Directions: Complete the sentences with your own words.

Example: ... not as sharp as

→ A pencil point isn't as sharp as a needle.

A kitchen knife isn't as sharp as a razor blade.

My mind isn't as sharp in the afternoon as it is in the morning.

1 just as important as	9 not as heavy as
2 not as comfortable as	10 just as nutritious as
3 not nearly as interesting as	11 as often as I can.
4 just as good as	12 as often as I used to.
5 not quite as difficult as	13 as soon as possible.
6 not as quiet as	14 not as easy as it looks.
7 almost as good as	15 as much as possible.

COMPARATIVE AND SUPERLATIVE

- (a) "A" is older than "B."
- (b) "A" and "B" are older than "C" and "D."

8. ... not as friendly as

- (c) Ed is more generous than his brother.
- (d) "A," "B," "C," and "D" are sisters. "A" is the oldest of all four sisters.
- (e) A woman in Turkey claims to be the oldest person in the world.
- (f) Ed is the most generous person in his family.

The comparative compares this to that or these to those. Form: -er or more. (See Chart 9-3.)

Notice: A comparative is followed by than.

The superlative compares one part of a whole group to all the rest of the group. Form: -est or most. (See Chart 9-3 for forms.)

Notice: A superlative begins with the.

EXERCISE 7. Error analysis: comparative and superlative. (Chart 9-2)

Directions: Correct the errors.

- I. Alaska is large than Texas. → Alaska is larger than Texas.
- 2. Alaska is largest state in the United States.
- 3. Texas is the larger from France in land area.
- 4. Old shoes are usually more comfortable to new shoes.
- 5. I like Chinese food more better than French food.
- 6. A pillow is more soft from a rock.
- 7. My brother is 22. I am 20. My sister is 18. I am the youngest than my brother. My sister is the younger person in our family.

■ EXERCISE 8. Comparative and superlative. (Chart 9-2)

Directions: Choose five to ten moveable objects (in this room or in the possession of anyone in this room) and put them in a central place. Compare the items using the given words and your own words. Use both the comparative (-er/more) and the superlative (-est/most).

Example: big/small

SPEAKER A: Omar's pen is bigger than Anya's ring.

SPEAKER B: Sergio's calculator is smaller than Kim's briefcase. SPEAKER C: The biggest thing on the table is the briefcase.

SPEAKER D: Etc.

1. big/small

4. cheap/expensive

2. soft/hard

5. etc.

3. light/heavy

9-3 COMPARATIVE AND SUPERLATIVE FORMS OF **ADJECTIVES AND ADVERBS**

		COMPARATIVE	SUPERLATIVE	
ONE-SYLLABLE ADJECTIVES	old wise	older wiser	the oldest the wisest	For most one-syllable adjectives, -er and -est are added.
TWO-SYLLABLE ADJECTIVES	famous pleasant	more famous more pleasant	the most famous the most pleasant	For most two-syllable adjectives, <i>more</i> and <i>most</i> are used.
	busy pretty	busier prettier	the busiest the prettiest	-Er and -est are used with two-syllable adjectives that end in -y. The -y is changed to -i.
	clever gentle friendly	cleverer more clever gentler more gentle friendlier more friendly	the cleverest the most clever the gentlest the most gentle the friendliest the most friendly	Some two-syllable adjectives use either -er/-est or more/most: able, angry, clever, common, cruel, friendly, gentle, handsome, narrow, pleasant, polite, quiet, simple, sour.
ADJECTIVES WITH THREE OR MORE SYLLABLES	important fascinating	more important more fascinating	the most important the most fascinating	More and most are used with long adjectives.
IRREGULAR ADJECTIVES	good bad	better worse	the best the worst	Good and bad have irregular comparative and superlative forms.
-LY ADVERBS	carefully slowly	more carefully more slowly	the most carefully the most slowly	More and most are used with adverbs that end in -ly.*
ONE-SYLLABLE ADVERBS	fast hard	faster harder	the fastest the hardest	The -er and -est forms are used with one-syllable adverbs.
IRREGULAR ADVERBS	well badly far	better worse farther/further**	the best the worst the farthest/furthest	

^{*}Exception: early is both an adjective and an adverb. Forms: earlier, earliest.

^{**}Both farther and further are used to compare physical distances; I walked farther/further than my friend did. Further (but not farther) can also mean "additional": I need further information.

Directions: adverbs.		rlative forms. (Charts 9- d superlative forms of the fo	
1. high	higher, the highes	+ 8. dangerous	
2. good		9. slowly	
3. lazy		10. common	
4. hot*		11. friendly	
5. neat*		12. careful	
6. late*		13. bad	
7. happy		14. far	
	dangerous	funny \sweet	
confu	es are <u>sweeter</u>	pretty wet than lemons.	
1. Orang 2. I heard	sing dark es are <u>sweetev</u> d a little polite laughter w	pretty wet	-
1. Orang 2. I heard Janet t 3. Many	es are <u>sweeter</u> If a little polite laughter word hers. Her jokes are a more people die in car act your own car is	pretty wet than lemons. when I told my jokes, but eve	than mine.
2. I heard Janet to 3. Many driving airplar 4. Profes	es aresweetev d a little polite laughter wold hers. Her jokes are a more people die in car act your own car issec. sor Sato speaks clearly, bes. Her lectures are much	than lemons. when I told my jokes, but ever always much	than mine. ents. Statistics show that than flying in an ding Professor Larson's

^{*}Spelling notes

When a one-syllable adjective ends in one vowel + a consonant, double the consonant and add -er/-est.
 Example: sad, sadder, saddest.

[•] When an adjective ends in two vowels + a consonant, do NOT double the consonant: cool, cooler, coolest.

[•] When an adjective ends in -e, do NOT double the consonant: wide, wider, widest.

6. A: Why does wet sand look	than dry sand?
B: Because wet sand reflects les	
moonlight on the lake. It m	here's not a cloud in the sky. Look at the akes the water sparkle. Have you ever seen a ight than this?
	e rain, the cat will get much
 If a cat and a duck are out in the than the duck. The water will seat's hair. 	imply roll off the duck's feathers but will soak into the
TEXERCISE 11. FARTHER and FURTHER.	(Chart 9-3) with farther and/or further. Use both if possible.
	2. Ron ran two miles, but his friend got tired after one further than his friend did.
2. If you have anyfurther	questions, don't hesitate to ask.
3. Paris is	north than Tokyo.
 I gave my old computer to my y use for it. 	younger sister because I had no

5. I like my new apartment, but it is _____ away from school

6. Thank you for your help, but I'll be fine now. I don't want to cause you any

_____trouble.

than my old apartment was.

☐ EXERCISE 12. Comparatives. (Charts 9-2 and 9-3)

Directions: Choose any appropriate adjective from the list (or any adjective of your own choosing) to make comparisons between the given items. Use the comparative form (more/-er).

bright	flexible	short
easy	heavy	thick
enjoyable	relaxing	thin
fast	shallow	wide and deep

- 1. traveling by air \ traveling by bus
 - → Traveling by air is faster than traveling by bus.

 Traveling by air is easier than traveling by bus.

 Etc.
- 2. a pool \ a lake
- 3. an elephant's neck \ a giraffe's neck
- 4. sunlight \ moonlight
- 5. iron \ wood
- 6. walking \ running
- 7. a river \ a stream
- 8. rubber \ wood
- 9. nothing \sitting in a garden on a quiet summer day
- 10. a butterfly's wing \ a blade of grass

☐ EXERCISE 13. Comparatives. (Charts 9-2 and 9-3)

Directions: Work in pairs.

Speaker A: Ask the given question. Your book is open.

Speaker B: Answer the question. Begin your response with "Not really, but at least" Your book is closed.

Example:

SPEAKER A (book open): Is the mayor of this city famous?

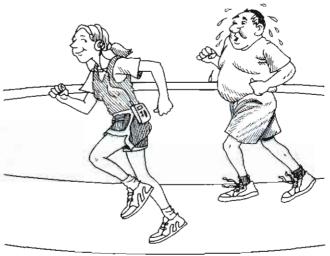
SPEAKER B (book closed): Not really, but at least he/she is more famous than I am.

Switch roles.

- 1. Is a mouse big? 7. Is the floor clean?
- 2. Is this room large? 8. Is a pen expensive?
- 3. Is your desk comfortable? 9. Is this book heavy?
- 4. Is an elephant intelligent? 10. Is blue a bright color?
- 5. Was the last exercise easy? 11. Is (name of a city) close to (name of this city)?

9-4 COMPLETING A COMPARATIVE			
 (a) I'm older than my brother (is). (b) I'm older than he is. (c) I'm older than him. (informal) 	In formal English, a subject pronoun (e.g., he) follows than, as in (b). In everyday, informal spoken English, an object pronoun (e.g., him) often follows than, as in (c).		
(d) He works harder than I do.(e) I arrived earlier than they did.	Frequently an auxiliary verb follows the subject after than. In (d): than I do = than I work.		
 (f) Ann's hair is longer than Kate's. (g) Jack's apartment is smaller than mine. 	A possessive noun (e.g., Kate's) or pronoun (e.g., mine) may follow than.		

☐ EXERCISE 14. Completing a comparative. (Chart 9-4) Directions: Complete the sentences. Use pronouns in the completions.
1. My sister is only six. She's much younger than l am OR (informally) me
2. Peggy is thirteen, and she feels sad. She thinks most of the other girls in school are far
more popular than
3. The children can't lift that heavy box, but Mr. Ford can. He's stronger than
·
4. Jim isn't a very good speller. I can spell much better than
5. I was on time. Jack was late. I got there earlier than
6. Ted is out of shape. I can run a lot faster and farther than



7.	Isabel's classes are difficult, but my classes are easy. Isabel's classes are more difficult
	than My classes are easier than
8.	Our neighbor's house is very large. Our house is much smaller than
	Their house is larger than

EXERCISE 15. Comparative and superlative forms. (Charts 9-3 and 9-4)

Directions: As a class or in smaller groups, divide into two teams. Each team will try to score points.

SCORING:

- (1) One point for the correct meaning of the given adjective.
- (2) One point for the correct comparative and superlative forms of that adjective.
- (3) One point for a clear sentence with the comparative or superlative form.

The teams should prepare for the contest by discussing the words in the list, looking them up in the dictionary if necessary, and making up possible sentences.

Example: dependable

LEADER: What does "dependable" mean?

TEAM: "Dependable" means "responsible, reliable, trustworthy." For example, it

describes people who do their jobs well every day.

LEADER: Yes. That's one point. Now, comparative and superlative forms?

TEAM: more dependable than, the most dependable of all

LEADER: Correct. That's another point. And a sentence with one of those forms?

TEAM: Vegetables are more dependable than fruit.

LEADER: What? That doesn't make any sense. No point.

TEAM: Adults are more dependable than children.

LEADER: Good. One point. Your total points as a team: three.

List of adjectives for the leader to choose from:

 absent-minded 	8. confusing	15. fresh	22. pleasant
2. active	9. cute	16. friendly	23. polite
3. attractive	dangerous	17. heavy	24. soft
4. bright	 delightful 	18. hectic	25. sour
5. calm	12. dim	19. high	26. straight
6. clever	13. easy	20. humid	27. wild
7. common	14. flexible	21. intelligent	28. wonderful

9-5 MODIFYING COMPARATIVES				
(a) Tom is very old.(b) Ann drives very carefully.	Very often modifies adjectives, as in (a), and adverbs, as in (b).			
(c) INCORRECT: Tom is very older than I am. INCORRECT: Ann drives very more carefully than she used to.	Very is NOT used to modify comparative adjectives and adverbs.			
 (d) Tom is much/a lot/far older than I am. (e) Ann drives much/a lot/ far more carefully than she used to. 	Instead, <i>much</i> , <i>a lot</i> , or <i>far</i> are used to modify comparative adjectives and adverbs, as in (d) and (e).			
(f) Ben is a little (bit) older than I am / OR (informally) me.	Another common modifier is a little/a little bit, as in (f).			

■ EXERCISE 16. Modifying cor	nparatives. (Chart 9-5)
------------------------------	-------------------------

Directions: Add very, much, a lot, or far to these sentences.

- 1. It's hot today. \rightarrow It's very hot today.
- 2. It's hotter today than yesterday. \rightarrow It's much/a lot/far hotter today than yesterday.
- 3. An airplane is fast.
- 4. Taking an airplane is faster than hitchhiking.
- 5. Learning a second language is difficult for many people.
- 6. Learning a second language is more difficult than learning chemistry formulas.
- 7. You can live more inexpensively in student housing than in a rented apartment.
- 8. You can live inexpensively in student housing.

9-6 COMPARISONS WITH LESS THAN AND NOT AS AS			
MORE THAN ONE SYLLABLE (a) A pen is less expensive than a book.	The opposite of -er/more is expressed by less or not as as. (a) and (b) have the same meaning.		
(b) A pen is not as expensive as a book.	Less and not as as are used with adjectives and adverbs of more than one syllable.		
ONE SYLLABLE (c) A pen is not as large as a book. (d) INCORRECT: A pen is less large than a book.	Only not as as (NOT less) is used with one-syllable adjectives or adverbs, as in (c).		

EXERCISE 17. LESS THAN and NOT AS AS. (Chart 9-6) Directions: Circle the correct answer or answers.
1. My nephew is ambitious my niece. (A) less than (B) not as as
2. My nephew is old my niece. A. less than B. not as as
3. A bee is big a bird. A. less than B. not as as
4. My brother is interested in planning for the future I am. A. less than B. not as as
5. I am good at repairing things Diane is. A. less than B. not as as
6. Some students are serious about their schoolwork others. A. less than B. not as as

\square EXERCISE 18. MORE/-ER, LESS, and NOT AS ... AS. (Charts 9-1 \rightarrow 9-6)

Directions: Use the words in the given order to make comparisons using one of the following:

- more/~er . . . than
- less . . . than
- not as . . . as
- 1. France \ large \ Brazil
 - → France isn't as large as Brazil.
- 2. a river \ big \ a stream
 - → A river is bigger than a stream.
- 3. metal \ flexible \ rubber
 - → Metal is less flexible than rubber. OR Metal isn't as flexible as rubber.
- 4. sidewalk \ wide \ road
- 5. arithmetic \ difficult \ advanced algebra
- 6. a hill \ high \ a mountain
- 7. bottled water \ clear and clean \ river water
- 8. cold, wet weather \ pleasant \ warm weather
- 9. sitting in an easy chair \ comfortable \ sitting on a park bench
- 10. hiking along a path \ dangerous \ climbing a mountain peak
- 11. toes \ long \ fingers
- 12. toes \ useful \ fingers
- 13. toes \ long or useful \ fingers
- 14. fingers \ long and useful \ toes

\square EXERCISE 19. MORE/-ER, LESS, and AS ... AS. (Charts 9-1 \rightarrow 9-6)

Directions: Compare the following. Use (not) as ... as, less, and more/-er. How many points of comparison can you think of? Work in pairs, on teams, or as a class.

Example: trees and flowers (big, colorful, useful, etc.)

→ Trees are bigger than flowers.

Trees are rarely as colorful as flowers.

Flowers are less useful than trees.

Flowers aren't as sturdy as trees.

Trees are more important to clean air quality than flowers.

- 1. the sun and the moon
- 3. two restaurants in this city
- 2. children and adults
- 4. two famous people in the world

UNCLEAR COMPARISONS 9-7

UNCLEAR

(a) Ann likes her dog better than her husband.

following than in order to make a comparison clear.

Sometimes it is necessary to complete the idea

CLEAR

- (b) Ann likes her dog better than her husband does.
- (c) Ann likes her dog better than she does her husband.

In (b): does means "likes the dog."

In (c): does means "likes."

EXERCISE 20.	Unclear comparis	sons. (Chart 9-7)	

Directions: The following are unclear comparisons. Discuss the possible meanings by creating clear comparisons.

- 1. UNCLEAR: I know John better than Mary.
 - \rightarrow I know John better than Mary does. OR I know John better than I do Mary.
- 2. UNCLEAR: Sam likes football better than his wife.
- 3. UNCLEAR: Frank helps me more than Debra.
- 4. UNCLEAR: I pay my plumber more than my dentist.

9-8 USING MORE WITH NOUNS				
(a) Would you like some more coffee?(b) Not everyone is here. I expect more people to come later.	In (a): coffee is a noun. When more is used with nouns, it often has the meaning of additional. It is not necessary to use than.			
(c) There are <i>more people</i> in China <i>than</i> there are in the United States.	More is also used with nouns to make complete comparisons by adding than.			
(d) Do you have enough coffee, or would you like some <i>more?</i>	When the meaning is clear, the noun may be omitted and <i>more</i> used by itself.			

■ EXERCISE 21. Comparatives with nouns, adjectives, and adverbs. (Charts 9-2, 9-3, and 9-8)

they learn to respect each other's differences.

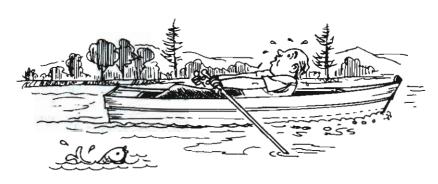
Directions: Use -er or more and the words in the list to complete the sentences. Discuss whether the words are nouns, adjectives, or adverbs, and review how comparatives are formed. When do you use -er, and when do you use more?

√bright	happily	information	responsibilities	salt
√ brightly	happiness	mistakes	responsible	🗸 traffic
doctors	happy	quick	responsibly	

	A city hasmore traffic than a small town.
2.	Sunlight is much <u>brighter</u> than moonlight.
	Did you know that a laser burns billions of times wore brightly than the light at the sun's surface?
ł.	There is about geography in an encyclopedia than (there is) in a dictionary.
	I used to be sad, but now I'm a lot about my life (than I used to be).
ó.	Unhappy roommates or spouses can live together if

7.	She's had a miserable life. I hope in the future.	she finds	
8.	I madeone, so I got a worse grade.	on the last t	est than (I did) on the first
9.	My daughter Annie is trustworthy		
10.	A twelve-year-old hasschool than a nine-year-old.		at home and in
11.	My son ishis older sister is.	abo	ut doing his homework than
12.	A rabbit is	than a turtle.	
13.	This soup doesn't taste quite right.	. I think it needs just a	little
14.	Health care in rural areas is poor. people in rural areas.	We need	to treat
West Control			Alexander of the second
9-9 RI	EPEATING A COMPAR	ATIVE	
faster. (b) Life in t	the was afraid, he walked faster and the modern world is becoming more ore complex.		ntive gives the idea that progressively greater, i.e., it , quality, or quantity.
	SE 22. Repeating a comparative rections: Complete the answers by read angry discouraged big I fast cold/warm good	peating a comparative.	Use the words in the list.
	Server Server	1000	
1.	When I get excited, my heart beats	faster and f	<u>aster</u>
2.	When you blow up a balloon, it ge	ts	
		41/	
	Committee De St. De Com		

3.	My English is improving. It is getting	every day.
4.	As the ambulance came closer to us, the siren became	
5.	She sat there quietly, but during all that time she was getting Finally she exploded.	
6.	The line of people waiting to get into the theater got	·
7.	I've been looking for a job for a month and still haven't been able to find one getting	e. I'm
8.	The weather is getting with each p	assing day.
9.	As I continued walking in miserable weather, it rained	
	I got By the time I got hom completely soaked.	ie, I was
10.	As I continued to row the boat, my arms gotuntil I had almost no strength left in them at all.	



9-10 USING DOUBLE COMPA	RATIVES
 (a) The harder you study, the more you will learn. (b) The more she studied, the more she learned. (c) The warmer the weather (is), the better I like it. 	A double comparative has two parts; both parts begin with <i>the</i> , as in the examples. The second part of the comparison is the result of the first par In (a): If you study harder, the result will be that you will learn more.
 (d) A: Should we ask Jenny and Jim to the party too? B: Why not? The more, the merrier. (e) A: When should we leave? B: The sooner, the better. 	The more, the merrier and the sooner, the better are two common expressions. In (d): It is good to have more people at the party. In (e): It is good if we leave as soon as we can.

Directions: Complete the sentences with double comparatives (the more/-erthe more/-er).
1. If the fruit is fresh, it tastes good.
The fresher the fruit (is), the better it tastes.
2. We got close to the fire. We felt warm.
we got to the fire, we felt.
3. If a knife is sharp, it is easy to cut something with.
a knife (is), it is to
cut something.
4. The party got noisy next door. I got angry.
ightarrow I had a terrible time getting to sleep last night. My neighbors were having a loud
party it got, I got
Finally, I banged on the wall and told them to be quiet.
5. If a flamingo eats a lot of shrimp, it becomes very pink. → The a flamingo eats,
the it gets. SHRIMP, ALL YOU CAN EAT.
6. She drove fast. I became nervous.
→ Erica offered to take me to the airport, and I was grateful. But we got a late start, so on the way she stepped on the accelerator. I got more than a little uncomfortable. The
 7. He thought about his family. He became homesick. → Pierre tried to concentrate on his studying, but his mind would drift to his family and his home. The
8. We ran fast to reach the house. The sky grew dark. → A storm was threatening. The

9-11 USING SUPERLATIVES	
 (a) Tokyo is one of the largest cities in the world. (b) David is the most generous person I have ever known. (c) I have three books. These two are quite good, but this one is the best (book) of all. 	Typical completions when a superlative is used: In (a): superlative + in a place (the world, this class, my family, the corporation, etc.). In (b): superlative + adjective clause.* In (c): superlative + of all.
(d) I took four final exams. The final in accounting was the least difficult of all.	The least has the opposite meaning of the most.
 (e) Ali is one of the best students in this class. (f) One of the best students in this class is Ali. 	Notice the pattern with one of: one of + PLURAL noun (+ SINGULAR verb)

Dir	E 24. Superlatives. (Chart 9-11) ections: Complete the sentences with superlatives and the appropriate preposition, or of.
1.	Jack is lazy. He is the laziest student in the class.
2.	Mike and Julie were nervous, but Amanda was the most nervous of all.
3.	Costa Rico is beautiful. It is one ofcountries the world.
4.	Scott got a <i>bad</i> score on the test. It was one of scores the whole school.
5.	Pluto is far from the sun. In fact, it is planet from the sun our solar system.
6.	There are a lot of <i>good</i> cooks in my family, but my mom is cook all.
7.	Alaska is big. It is state the United States.
8.	My grandfather is very <i>old</i> . He is person the town where he lives.
9.	That chair in the corner is <i>comfortable</i> . It is the room.
10.	Everyone who ran in the race was exhausted, but I was all.

^{*}See Chapter 12 for more information about adjective clauses.

EXERCISE 25. S	Superlatives.	(Chart	9-11)		
Directions:	Use the given	phrases t	o complete	the sentences	with superlatives.

big bird long river in South America
clean air popular forms of entertainment

√deep ocean three common street names
high mountains on earth two great natural dangers

1	. The Pacific is the aeepest ocean in the world.	
2	. There is almost no air pollution at the South Pole. The South Pole has	
	in the world.	
3		are in
	the Himalayan Range in Asia.	
4	. Most birds are small, but not the flightless North African ostrich. It is	
	in the world.	
5		to
	ships are fog and icebergs.	
6	. One of	throughout
	the world is the motion picture.	
7	·	in the United
	States are Park, Washington, and Maple.	m die omice
8		s the Amazon
$\overline{}$ D	SE 26. Completing superlatives with adjective clauses. (Chart 9- irections: Complete the sentences with an appropriate superlative followed lause.	
1	. I have had many good experiences. Of those, my vacation to Honduras wa → the best experiences I have ever had.	s one of
2	. Sally has had many <i>nice times</i> , but her birthday party was one of	
3	. I've taken many difficult courses, but statistics is one of	
4	. I've made some bad mistakes in my life, but lending my cousin money wa	s one of
5	. We've seen many beautiful buildings in the world, but the Taj Mahal is one	e of
6	. A: How do you think you did on the exam this morning?	
	B: I think I did pretty well. It was an easy test. In fact, it was one of	

☐ EXERCISE 27. Using ONE OF with superlatives. (Chart 9-11)

Directions: Work in pairs.

Speaker A: Give the cues. (Listen carefully to Speaker B's answer, making sure s/he is using a plural noun following *one of*.) Your book is open.

Speaker B: Answer the questions in complete sentences, using *one of* plus a superlative. Your book is closed.

Example:

SPEAKER A (book open): You have known many interesting people. Who is one of them?

SPEAKER B (book closed): One of the most interesting people I've ever known is

(Ms. Lee). OR (Ms. Lee) is one of the most interesting people I've ever known.

- 1. There are many beautiful countries in the world. What is one of them?
- 2. There are many famous people in the world. Who is one of them?
- 3. What is one of the best movies you've seen recently? And have you seen any bad movies? What is one of them?
- 4. What is one of the most exciting things you've ever done?
- 5. You know many wonderful people. Who is one of them?

Switch roles.

- 6. Think of some happy days in your life. What was one of them?
- 7. There are a lot of interesting animals in the world. What is one of them?
- 8. Who is one of the most important people in the history of your country?
- 9. You have had many good experiences. What is one of them?
- 10. There are many important people in your life among your family, friends, teachers, co-workers, and others. Who is one of these people?

☐ EXERCISE 28. Superlatives. (Chart 9-11)

Directions: Use superlatives of the given words and your own words to complete the sentences.

```
1. bad
                 . . . is the . . . movie I . . . .
   → "Sea Monsters" is the worst movie I've ever seen.
2. popular
                 The . . . sport in . . . is . . . .
3. large
                 The . . . city in . . . is . . . .
4. good
                 ... is the ... restaurant in ....
5. interesting ... is one of the ... people I ....
6. valuable
                 The . . . thing I . . . is . . . .
7. important
               The three . . . things in life are . . . .
8. serious
                 The . . . problems in . . . today are . . . .
```

■ EXERCISE 29. Review: comparatives and superlatives. (Charts 9-1 → 9-11)

Directions: Work in pairs.

Speaker A: Ask a question that uses either a comparative or a superlative.

Speaker B: Answer the question. Use complete sentences.

Example: what . . . sweet

SPEAKER A: What is sweeter than sugar?
SPEAKER B: Nothing is sweeter than sugar.

Example: who is . . . wonderful

SPEAKER A: Who is the most wonderful person you've ever known?

SPEAKER B: That's a hard question. Probably my mother is the most wonderful person I've ever known.

Switch roles.

- what is . . . important
 who is . . . famous
 what country is . . . near
 what is . . . good
 what is . . . dangerous
 what is . . . old
 who is . . . old
- 5. whose hair is ... long 11. what is ... beautiful
- 6. what is . . . interesting 12. who is . . . kind

■ EXERCISE 30. Review: comparatives and superlatives. (Charts 9-1 → 9-11)

Directions: Compare the items in each list using the given words. Use as . . . as, the comparative (-er/more), and the superlative (-est/most). Discuss the topics orally or in writing.

Example: streets in this city: wide \ narrow \ busy \ dangerous

→ First Avenue is wider than Market Street.

Second Avenue is nearly as wide as First Avenue.

First Avenue is narrower than Interstate Highway 70.

The busiest street is Main Street.

Main Street is busier than Market Street.

The most dangerous street in the city is Olive Boulevard.

1. a lemon, a grapefruit, and an orange:

sweet \ sour \ large \ small

2. three different books in the classroom:

thin \ fat \ interesting \ useful \ good \ bad

3. a kitten, a cheetah, and a lion:

weak \ powerful \ wild \ gentle \ fast

4. air, water, and wood:

heavy \ light \ important to human life

5. boxing, soccer, and golf:

dangerous \ safe \ exciting \ boring

6. the food at (three places in this city where you have eaten):

delicious \ appetizing \ inexpensive \ good \ bad

Dir	E 31. Review of comparatives and superlatives. (Chections: Complete the sentences. Use any appropriate form of add any other necessary words. There may be more than o	of the word	ds in paren	
1.	Lead is a very heavy metal. It is (heavy)heavier th	an	gold or	silver
	It is one of (heavy) the heaviest metals	of	all.	
2.	Dogs are usually (friendly)		cats.	
3.	One of (famous)	volcanoes		the
	world is Mount Etna in Sicily.			
4.	A car has two (wheels)	a bicycle.		
5.	Mrs. Cook didn't ask the children to clean up the kitchen. for her to do it herself			t.
6.	Duck eggs and chicken eggs are different. Duck eggs are (leachicken eggs. Also, the yolk of a duck egg is (dark) the yolk of a chicken egg.			
7.	The volcanic explosion of Krakatoa near Java in 1883 may noise recorded miles (4,441 kilometers) away.			2,760
8.	(important) piece birdwatching is a pair of binoculars.	e of equipm	nent for	
		7		
9.	Although both jobs are important, being a teacher requires being a bus driver.	(education)		
10.	The Great Wall of China is (long)	str	ucture that	has

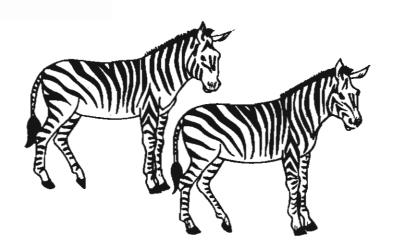
11.	Howard Anderson is	one of (delightful)	
	people I've ever met.		
12.	2. (hard) I tried, (impossible)		le)
		it seemed to solve the m	nath problem.
13.		the world is the weather.	topic of everyday
14.			sporting event
			any other
15.		compete with other species fo	r the food of the land. (great) r food are insects.
16.	_	re stays below freezing for a lo	ong period of time, the Eiffel Towe
17.	fighti vin'		nd you? (easy)o darken the room and turn on a
	light somewhere else	,	
18.	Young people have (rate of automobile accidents
19.	human hair is approx thousand times (thick	wall of a soap bubble.	
20.	English has approxin	nately 600,000 words.	
		sion of scientific discoveries	
	and new technologie	s, there are (words)	TON WHITE
	in a	in English ny other language.	()
21.	•	tickets for the show soon. (lo	
	good seats.		

22.	No animals can travel (fast)	birds.	Birds are (fast)			
	anim	nals all.				
23.	Most birds have small eyes, but not o	striches. Indeed, the eye	of an ostrich is (large)		
	its b	rain.				
24.	(great)	variety of birds	a single area can	be		
	found in the rainforests of Southeast	Asia and India.				
25.	It's easy to drown a houseplant. (hou	ıseplants)		die		
	from too much water	not enough water.				
USING THE SAME, SIMILAR, DIFFERENT, LIKE, ALIKE						
hn ar	nd Mary have <i>the same books</i> . nd Mary have <i>similar books</i> . nd Mary have <i>different books</i> .	The same, similar, and adjectives. Notice: the always preced				

(a) (b) (c) (d) (e) (f)	John and Mary have the same books. John and Mary have similar books. John and Mary have different books. Their books are the same. Their books are similar. Their books are different.	The same, similar, and different are used as adjectives. Notice: the always precedes same.
(g) (h) (i)	This book is <i>the same as</i> that one. This book is <i>similar to</i> that one. This book is <i>different from</i> that one.	Notice: the same is followed by as; similar is followed by to; different is followed by from.*
(j)	She is <i>the same age as</i> my mother. My shoes are <i>the same size as</i> yours.	A noun may come between <i>the same</i> and <i>as</i> , as in (j).
(k) (l)	My pen <i>is like</i> your pen. My pen and your pen <i>are alike</i> .	Notice in (k) and (l): noun + be like + noun noun and noun + be alike
(m)	She looks like her sister. It looks like rain. It sounds like thunder. This material feels like silk. That smells like gas. This chemical tastes like salt. Stop acting like a fool. He seems like a nice fellow.	In addition to following be , like also follows certain verbs, primarily those dealing with the senses. Notice the examples in (m).
(n)	The twins look alike. We think alike. Most four-year-olds act alike. My sister and I talk alike. The little boys are dressed alike.	Alike may follow a few verbs other than be. Notice the examples in (n).

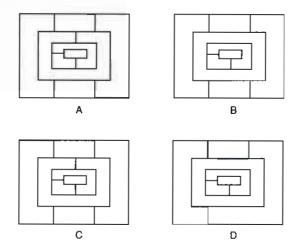
^{*}In informal speech, native speakers might use than instead of from after different. From is considered correct in formal English, unless the comparison is completed by a clause: I have a different attitude now than I used to have.

XERCISE 32. THE SAME, SIMILAR, DIFFERENT, LIKE, and ALIKE. (Chart 9-12) Directions: Complete the sentences with as, to, from, or Ø if no word is necessary.			
1. Geese are similar ducks. They are both large water birds.			
2. But geese are not the same ducks. Geese are usually larger and have longer necks.			
3. Geese are different from ducks.			
4. Geese are like ducks in some ways, but geese and ducks are not exactly alike			
5. An orange is similar a grapefruit. They are both citrus fruits.			
6. But an orange is not the same a grapefruit. A grapefruit is usually			
larger and sourer.			
7. An orange is different a grapefruit.			
8. An orange is like a grapefruit in some ways, but they are not exactly alike			
9. Gold is similar silver. They are both valuable metals that people use			
for jewelry. But they aren't the same Gold is not the same color			
silver. Gold is also different silver in cost. Gold is more expensive than silver.			
. Look at the two zebras. Their names are Zee and Bee. Zee looks like			
Bee. Is Zee exactly the same Bee? The pattern of the stripes on each			
zebra in the world is unique. No two zebras are exactly alike Even			
though Zee and Bee are similar each other, they are different			
each other in the exact pattern of their stripes.			



EXERCISE 33. THE SAME, SIMILAR, DIFFERENT, LIKE, and ALIKE. (Chart 9-12)

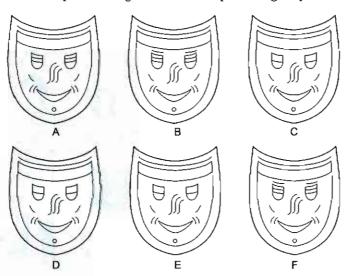
Directions: Compare the figures. Complete the sentences using the same (as), similar (to), different (from), like, and alike.



- 1. All of the figures are ______ similar to _____ each other.
- 2. Figure A is ______ Figure B.
- 3. Figure A and Figure B are ______.
- 4. A and C are ______.
- 5. A and C are _____ D.
- 6. C is _____ A.
- 7. B isn't _____ D.

☐ EXERCISE 34. THE SAME, SIMILAR, DIFFERENT, LIKE, and ALIKE. (Chart 9-12)

Directions: Compare the figures. Work in pairs or groups.



<i>Dir</i> sen	ections: Use the same (as), similar (to), different tences. There may be more than one possible response sounds best to you.	nt (from), like, and	alike in the
1.	Jennifer and Jack both come from Rapid City. In	other words, they co	me from
	the same town.		
2.	This city is the same as / similar to / lik	e_ my hometown.	Both are quiet
	and conservative.		
	You and I don't agree. Your ideas are		
4.	Eric never wears	clothes two days in a	row.
5.	Ants are fascinating. An ant colony is		a
	well-disciplined army.		
6.	In terms of shape, cabbage looks	lettuce. But ca	bbage and
	lettuce don't taste		
7.	A male mosquito is not	size	_ a female
	mosquito. The female is larger.		
8.	I'm used to strong coffee. I think the coffee Amer	ricans drink tastes _	
	dishwater!		
9.	"Meet" and "meat" are homonyms; i.e., they have		
	pronunciation.		
10.	The pronunciation of "caught" is	the j	pronunciation of
	"cot."		
11.	"Flower" has pronunci	iation	flour."
12.	My dictionary is y	ours.	
13.	Trying to get through school without		
	studying is trying to b	OO YOUTHINK? MES	M LET
	go swimming without getting wet.	WELL WELL	
14.	A crocodile and an alligator are		
	in appearance.		
15.	If it looks a duck,)
	quacks a duck, and		, c*.
	walks a duck, it is a duck.		BUNCK
	(a humorous saying)		Q S

□ EXERCISE 36. Making comparisons. (Chapter 9)

Directions: Do you have sayings in your language that are similar to or the same as the following English proverbs?

- 1. Don't count your chickens before they hatch.
- 2. The early bird gets the worm.
- 3. Too many cooks spoil the broth.
- 4. A bird in the hand is worth two in the bush.
- 5. A stitch in time saves nine.
- 6. When in Rome, do as the Romans do.
- 7. Birds of a feather flock together.
- 8. A rolling stone gathers no moss.

■ EXERCISE 37. Making comparisons. (Chapter 9)

Directions: Write a composition based on one of the following topics.

Compare and contrast:

- 1. being single and being married.
- 2. cities you have lived in or have visited.
- 3. different schools you have attended.
- 4. your way of life before and after you became a parent.
- 5. yourself now to yourself ten years ago.
- 6. your country now to your country 100 years ago.
- 7. life today to life 100 years from now.
- 8. two sports.
- 9. the seasons of the year.
- 10, food in two countries.



CONTENTS

- 10-1 Active sentences and passive sentences
- 10-2 Form of the passive
- 10-3 Transitive and intransitive verbs
- 10-4 Using the by-phrase
- 10-5 The passive forms of the present and past progressive
- 10-6 Passive modal auxiliaries

- 10-7 Using past participles as adjectives (stative passive)
- 10-8 Participial adjectives: -ed vs. -ing
- 10-9 Get + adjective; get + past participle
- 10-10 Using be used/accustomed to and get used/accustomed to
- 10-11 Used to vs. be used to
- 10-12 Using be supposed to

10-1 ACTIVE SENTENCES AND PASSIVE SENTENCES

(a) ACTIVE: The mouse ate the cheese.



(b) PASSIVE: The cheese was eaten by the mouse.

(a) and (b) have the same meaning.

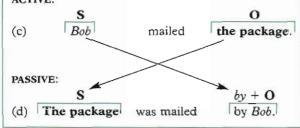
ACTIVE



PASSIVE



ACTIVE:



In (c): The object in an active sentence becomes the subject in a passive sentence.

In (d): The subject in an active sentence is the object of by in the by-phrase in a passive sentence.

		THE REAL PROPERTY.		
1	BE + PAST PARTICIPLE		of all passive verbs: be + past participle	
()	_		n be in any of its forms: am	ı, is, are, was, were,
(b) Sara (c) The report	_	he news. has bee	en, have been, will be, etc.	
(c) The report		, and J.	DA COUTE	
	ACTIVE		PASSIVE	
SIMPLE PRESENT	Farmers grow corn.	→	Corn is grown by farme	rs.
SIMPLE PAST	The news surprised Sar	a. ———	Sara was surprised by t	he news.
PRESENT PERFECT	Jack <i>has mailed</i> the lette	er	The letter has been mai	led by Jack.
FUTURE	_	_	The meeting will be plan The report is going to be	
 SIMPLE PRE (a) The te 	esent eacher <i>helps</i> me .	(a) <u> </u>	am helped	_ by the teacher
(b) The te	eacher helps Jane.	(b) <u>Jane</u>	is helped	_ by the teacher
(c) The te	eacher helps us.	(c)		_ by the teacher
2. SIMPLE PAS	Т			
(a) The te	eacher helped me.	(a)		_ by the teacher
(b) The to	eacher helped them.	(b)		_ by the teacher
3. PRESENT P	ERFECT			
(a) The te	eacher has helped Joe.	(a)		by the teacher
(b) The te	eacher has helped us.	(b)		_ by the teacher
4. FUTURE				
(a) The to	eacher mill help me	(a)		by the teacher

(b) The teacher is going to help Tim. (b) _____ by the teacher.

☐ EXERCISE 2. Form of the passive. (Charts 10-1 and 10-2) Directions: Change the verbs to the passive. Do not change the tense.

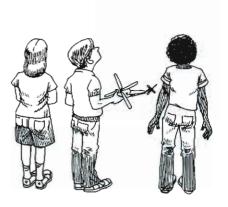
			BE	+	PAS I PARTICIPLE	1
1.	Bob <i>mailed</i> the package.	The package	was	_	mailed	by Bob.
2.	That company employs many people.	Many people		_		by that company.
3.	That company has hired Sue.	Sue				by that company.
4.	The secretary is going to fax the letters.	The letters				by the secretary.
5.	A college student bought my old car.	My old car				by a college student
6.	Mrs. Adams will do the work.	The work		_ =		by Mrs. Adams.
7.	Mr. Fox washed the windows.	The windows				by Mr. Fox.

■ EXERCISE 3. Active vs. passive. (Charts 10-1 and 10-2)

Directions: Change the sentences from active to passive.

- 1. Ms. Hopkins invited me to dinner.

 → I was invited to dinner by Ms. Hopkins.
- 2. Thomas Edison invented the phonograph.
- 3. Water surrounds an island.
- 4. A plumber is going to fix the leaky faucet.
- 5. A doctor has examined the sick child.
- 6. A large number of people speak Spanish.
- 7. Helicopters fascinate children.
- 8. Shakespeare wrote *Hamlet*.
- 9. This news will amaze you.



	ΓIVE	PASSIVE	
1. (a) The news	s surprised John.	John was surprised	by th
(b) Did the r	news surprise you? _	Were you surprised	by th
2. (a) The news	s surprises Erin.		by tl
(b) Does the	news surprise you? _		by tl
3. (a) The news	s will shock Steve.		by tl
(b) Will the t	news shock Pat?	= 1	by tl
4. (a) Liz signe	d the petition.		by L
(b) Did Ryar	n sign it?		by ƙ
	Robert E. Miller	Mm. T. Brock	
	Elizabeth J. Mills James Walsh Alicia Alvares	on) Mrs. Catherine ann Jackson An Binh Nguyen	
, ,	James Walsh CA-licia CAlvarez signed the petition.		
(b) Has Jim	James Walsh Alicia (Alvarez) signed the petition. signed it yet?		by E by J:
(b) Has Jim 6. (a) Sue is go	James Walsh Alicia Alvares signed the petition. signed it yet? ing to sign it.		by J: by S
(b) Has Jim 6. (a) Sue is go	James Walsh Alicia (Alvarez) signed the petition. signed it yet?		

- 3. My cat didn't kill the bird.
- 4. Do a large number of people speak French?
- 5. Is the janitor going to fix the window?
- 6. Will a maid clean our hotel room?
- 7. Does the hotel provide clean towels?
- 8. Sometimes my inability to understand spoken English frustrates me.

■ EXERCISE 6. Active vs. passive. (Charts 10-1 and 10-2)

Directions: Change the passive sentences to active. Keep the same tense. Some of the sentences are questions.

- 1. Was the riot stopped by the police?

 → Did the police stop the riot?
- 2. My suitcase was inspected by a customs officer.
- 3. Love and understanding are needed by all children.
- 4. Were you taught to read by your parents?
- 5. I was taught to read by my parents.
- 6. Are we going to be met at the train station by your cousin?
- 7. Have the plans for the new hospital already been drawn by the architect?
- 8. The bear was chased up a tree by a dog.



Bob Mr. Lee A cat	V mailed signed killed	O the letter. the check. the bird.	A transitive verb is a verb An object is a noun or a	that is followed by an object pronoun.
o) INTRANSITIVE S An accident Kate I	V happened. came slept	to our house. well last night.	An intransitive verb is a v object.	erb that is not followed by an
OMMON INTRANS	TIVE VERBS*			
agree	die	happe		stand
appear	exist	laugh		stay
arrive	fall	live	sit	talk
become come	flow go	occur rain	sleep sneeze	wait walk
c) TRANSITIVE VE ACTIVE: Bob	ERBS	er.	Only transitive verbs can	

transitive: Students study books. intransitive: Students study.

ACTIVE: An accident happened.

(e) INCORRECT: An accident was happened.

PASSIVE: (not possible)

^{*}To find out if a verb is transitive or intransitive, look in your dictionary. The usual abbreviations are v.t. (transitive) and v.i. (intransitive). Some verbs have both transitive and intransitive uses. For example:

☐ EXERCISE 7. Transitive vs. intransitive verbs. (Chart 10-3)

Directions: <u>Underline</u> the verbs and identify them as transitive (**v.t.**) or intransitive (**v.i.**). Change the sentences to the passive if possible.

vi

1. Jack walked to school yesterday. (no change)

V+

- 2. Susie broke the window.
 - → The window was broken by Susie.
- 3. We stayed in a hotel.
- 4. The leaves fell to the ground.
- 5. I slept at my friend's house last night.
- 6. An accident happened at the corner of Third and Main.
- 7. Many people saw the accident.
- 8. Dinosaurs existed millions of years ago.
- 9. I usually agree with my sister.
- 10. Many people die during a war.
- 11. The /th/ sound doesn't occur in my native language.
- 12. Research scientists will discover a cure for AIDS* someday.
- 13. A cloud of migrating butterflies appeared out of nowhere.
- 14. Did the Koreans invent gunpowder?
- 15. In the fairy tale, a princess kissed a frog.



^{*}AIDS = a disease (Auto Immune Deficiency Syndrome).

10-4 USING THE BY-PHRA	SE
(a) This sweater was made by my aunt.	The <i>by</i> -phrase is used in passive sentences when it is important to know who performs an action. In (a): <i>by my aunt</i> is important information.
 (b) My sweater was made in Korea. (c) Spanish is spoken in Colombia. (d) That house was built in 1940. (e) Rice is grown in many countries. 	Usually there is no by-phrase in a passive sentence. The passive is used when it is not known or not important to know exactly who performs an action. In (b): The exact person (or people) who made the sweater is not known and is not important to know, so there is no by-phrase in the passive sentence.
(f) My aunt is very skillful. She <i>made</i> this sweater.	Usually the active is used when the speaker knows who performed the action, as in (f), where the focus of attention is on my aunt.
(g) — I like your sweaters. — Thanks. This sweater was made by my aunt. That sweater was made by my mother.	In (g), the speaker uses the passive WITH a by-phrase because he wants to focus attention on the subjects of the sentences. The focus of attention is on the two sweaters. The by-phrases add important information.

■ EXERCISE 8. The BY-phrase. (Chart 10-4)

Directions: Change the sentences from active to passive. Include the *by*-phrase only if necessary.

- 1. Bob Smith built that house.
 - → That house was built by Bob Smith.
- 2. Someone built this house in 1904.
 - → This house was built in 1904. (Someone = unnecessary)
- 3. People grow rice in India.
- 4. Do people speak Spanish in Peru?
- 5. Alexander Graham Bell invented the telephone.
- 6. When did someone invent the first computer?
- 7. People sell hammers at a hardware store. People use them to pound nails.
- 8. Someone will list my name in the new telephone directory.
- 9. Charles Darwin wrote The Origin of Species.
- Someone published The Origin of Species in 1859.
- 11. Has anyone ever hypnotized you?
- Someone has changed the name of this street from Bay Avenue to Martin Luther King Way.



EXERCISE 9. The BY-phrase. (Chart 10-4)

Directions: Underline the passive verbs. Discuss use of the passive. If a by-phrase is included, discuss why.

- 1. The mail is usually delivered to Bob's apartment around eleven o'clock.
 - → The passive is used because it is unknown exactly who delivers the mail.
- 2. A: That's a pretty picture.
 - B: Yes. It was drawn by my eight-year-old son.
 - → The passive is used with a by-phrase. The focus of attention is on the picture. The by-phrase includes important information. The active could also be used: "Yes. My eight-year-old son drew it."
- 3. Our classroom building was built in the 1950s.
- 4. Coffee is grown in Brazil.
- 5. A: These tomatoes are delicious!
 - B: Yes. They taste so much better than the ones you can get in the grocery store. These tomatoes were grown by my uncle in his greenhouse.
- 6. Airplane travel is unpredictable. Yesterday Anna's flight was delayed for seven hours. That's a long time to spend in an airport waiting for your plane to leave.
- 7. We can't go to the school play tonight. All the tickets have already been sold.
- 8. "Thailand" means "land of the free." The country of Thailand has never been ruled by a foreign power.
- 9. One of the most significant inventions in the history of civilization was the wheel. It was invented around five thousand years ago. It allowed people to pull things in carts instead of carrying everything on their backs or in their arms.
- 10. The invention of the printing press changed the world because it allowed many people instead of few to have copies of books. It was invented by Johannes Gutenberg around 1440. Before that, books were copied by hand. Writing books by hand was a slow process.



Director	= 10. Active vs. passive. (Charts $10-1 \rightarrow 10-4$) ections: Complete the sentences with the correct form entheses.	of the verb (active or passive) in
1.	Yesterday our teacher (arrive) arrived fi	ve minutes late.
2.	Our morning paper (read) by or	ver 200,000 people every day.
3.	Last night my favorite TV program (interrupt)a special news bulletin.	by
4.	That's not my coat. It (belong) t	o Louise.
5.	Our mail (deliver) before n	oon every day.
6.	The "b" in "comb" (pronounce, not)silent.	It is
7.	A bad accident (happen) o	n Highway 95 last night.
8.	When I (arrive) at the airport yet by my cousin and a couple of her friends.	esterday, I (meet)
9.	Yesterday I (hear) about Margar by the news. Janice (
10.	A new house (build)	next to ours next year.
11.	Roberto (write) this composition by Abdullah.	n last week. That one (write)
12.	Radium (discover) by	Marie and Pierre Curie in 1898.
13.	At the soccer game yesterday, the winning goal (kick) by Luigi. Over 100,000 people (attend)	·
14.	A: Do you understand the explanation in the book? B: No, I don't. I (confuse)	
15.	A: Where are you going to go to school next year? B: I (accept) College.	_ by Shoreline Community
16.	A: I think football is too violent. B: I (agree) with you. I (prefer)	baseball.

17.	A:	A: When (your bike, steal)?	
	B:	3: Two days ago.	
18.	A:	A: (you, pay) your electric bill yet?	
	B:	3: No, I haven't, but I'd better pay it today. If I don't, my electricity (shut off)	
		by the power company.	
19.	A:	A: Did you hear about the accident?	
		3: No. What (happen)?	
		A: A bicyclist (hit) by a taxi in front of the dorm.	
		3: (the bicyclist, injure)?	
		A: Yes. Someone (call) an ambulance. The bicyclist (take)
		to City Hospital and (treat)	
		in the emergency ward for cuts and bruises.	
	B:	3: What (happen) to the taxi driver?	
	A:	A: He (arrest) for reckless driving.	
		3: He's lucky that the bicyclist (kill, not)	
20.	Th	The Eiffel Tower (be) in Paris, France. It	
		visit) by millions of people every	
		ear. It (design) by Alexandre	
	Eif	Eiffel (1832–1923). It (erect)	
		n 1889 for the Paris exposition. Since that time, it	
	(be	be) the most famous landmark	
		n Paris. Today it (recognize)	
		by people	
	thr	hroughout the world.	

Directions: Complete the sentences with the correct forms of the verbs in parentheses.
Almost everyone (enjoy) visiting a zoo. Today zoos are
common. The first zoo (establish) around 3500 years ago
by an Egyptian queen for her personal enjoyment. Five hundred years later, a Chinese
emperor (establish) a huge zoo to show his power and wealth.
Later zoos (establish) for the purpose of studying animals.
Some of the early European zoos were dark holes or dirty cages. At that time, people
(disgust) by the bad conditions and the mistreatment of
the animals. Later, these early zoos (replace) by scientific
institutions where animals (study) and (keep)
in good condition. These research centers (become)9 the first modern zoos.
As early as the 1940s, scientists (understand) that
many kinds of wild animals faced extinction. Since that time, zoos (try)
to save many endangered species, but relying on zoos to save
species such as the rhinoceros is not enough. In the 1980s, the number of rhinos in the
world (reduce) from 10,000 to 400. Many rhinos (kill)
by poachers, but many also (die)in
captivity. Zoo breeding programs for rhinos have not been successful. The best method of
conservation (be) to leave them in their natural habitat. By 1999,

■ EXERCISE 11. Active vs. passive. (Charts 10-1 → 10-4)

there (be) more than 13,000 rhinos again living in the wild. These
rhinos (save) from extinction by the strong conservation
methods of local communities, government agencies, and private landowners. Wildlife
biologists still fear that some subspecies of the rhino in Africa and Indonesia (become)
extinct in the near future. Some scientists (believe)
that half of all animal species in zoos will also be in danger of
extinction by the middle of this century.
Because zoos want to treat animals humanely and encourage breeding, today animals
(put) in large, natural settings instead of small cages.
They (watch) carefully for any signs of disease and (feed)
a balanced diet. Most zoos (have)23
specially trained veterinarians and a hospital for animals.
They also have specially trained keepers. Food (prepare) in
the zoo kitchen. The food program (design) to satisfy the
animals' particular needs. For example, some snakes (feed) only
once a week, while some birds (feed) several times a day. Today zoo
animals (treat) well, and zoo breeding programs are important
in the attempt to save many species of wildlife.

10-5 THE PASSIVE FORMS OF THE PRESENT AND PAST PROGRESSIVE

ACTIVE	PASSIVE	Trium Calabat
The secretary is copying some letters.	(a) Some letters are being copied by the secretary.	Passive form of the present progressive:
Someone is building a new hospital.	(b) A new hospital is being built.	is + being + past participle are
The secretary was copying some letters.	(c) Some letters were being copied by the secretary.	Passive form of the past progressive: was \ + being + past participle
Someone was building a new hospital.	(d) A new hospital was being built.	were + being + past participle

Di	E 12. Passive forms. (Chart 10-5) rections: Complete the sentences with the correct passive forms of the present and past ogressive.
1.	Mr. Rice is teaching our class today.
	→ Our class is being taught by Mr. Rice today.
2.	Someone is building a new house on Elm Street.
	→ A new house on Elm Street.
3.	The Smith Construction Company is building that house.
	→ That house by the Smith Construction Company.
4.	We couldn't use our classroom yesterday because someone was painting it.
	→ We couldn't use our classroom yesterday because it
5.	Someone is organizing a student trip to the art museum.
	→ A student trip to the art museum
6.	Dogs usually wag their tails while people are petting them.
	→ Dogs usually wag their tails while they
7.	Many of the older people in the neighborhood were growing vegetables to help with
	the war effort.
	Vegetables by many of the older people in the neighborhood to help with the war effort.
8.	According to one scientific estimate, we are losing 20,000 species of plants and
	animals each year due to the destruction of rainforests.
	→ According to one scientific estimate, 20,000 species of plants and animals
	each year due to the destruction of rainforests.

ACTIVE MODAL AUXILIARIES		SIVE MODAL AUXILIARIES DAL + BE + PAST PARTICII	PLE)	Modal auxiliaries are often used in the passive.
Bob will mail it. Bob can mail it. Bob should mail it. Bob ought to mail it. Bob must mail it. Bob has to mail it. Bob may mail it. Bob might mail it. Bob could mail it.	It It It It It It It It	will be mailed can be mailed should be mailed ought to be mailed must be mailed has to be mailed may be mailed might be mailed could be mailed	by Bob.	FORM: modal + be + past participle (See Chapter 7 for information about the meanings and uses of modal auxiliaries.)

	E 13. Passive modals. (Chart 10-6) rections: Complete the sentences by changing the active modals to passive modals.
1.	Someone must send this letter immediately.
	This letter <u>must be sent</u> immediately.
2.	People should plant tomatoes in the spring.
	→ Tomatoes in the spring.
3.	People cannot control the weather.
	→ The weather
4.	Someone had to fix our car before we left for Chicago.
	→ Our car before we left for Chicago.
5	
5.	People can reach me at 555-3815. → I at 555-3815.
6.	You can find flowers in almost every part of the world.
	→ Flowers in almost every part of the world.
7.	Someone ought to wash these dirty dishes soon.
	→ These dirty dishes soon.
8.	People may cook carrots or eat them raw.
	Carrots or raw.
9.	If the river floods, water could destroy the village.
	→ The village if the river floods.
10.	You must keep medicine out of the reach of children.
	→ Medicine out of the reach of children.
11.	You shouldn't pronounce the "b" in "lamb."
	→ The "b" in "lamb"
12.	People can wear some watches underwater.
	→ Some watches
	underwater.
	DO YOU HAVE THE TIME?
	" · · · · · · · · · · · · · · · · · · ·

Directions: Complete the sen verbs in parentheses.	 ⊝. (Charts 10-1 → 10- tences with any appropri 		or passive, of the
	e herds of horses (live) _		
Americas. But then, for some	e unknown reason, they ((disappear)	
completely from North and S			-
out in	the Americas, they (survi	ive)	in Asia.
· ·	sticate)*	,	
nomads. At first, horses (use		-	
(use)	for farming. Later, horse	es also (become) _	
farm animals.			O
Horses (reintroduce)		in	to the Americas by
Spaniards early in the fifteen	•		
ships to the New World with to Spa	their horses on board. V	When the explore	cs (return)
behind. These (develop)	i	nto wild herds. N	lative American
tribes in the western plains (
		to use noises	around 1600. Wild
horses (capture)			
horses (capture)use in war and in hunting.		(tame)	16 for
horses (capture)use in war and in hunting.	and 15 e several million wild hor	eses in North Ame	for 16 rica. By the 1970s,
horses (capture) use in war and in hunting. In the 1800s, there were that number had become les	and 15 e several million wild hor	rses in North Ame	for 16 rica. By the 1970s,
horses (capture) use in war and in hunting. In the 1800s, there were that number had become les	and 15 e several million wild hor s than 20,000. The wild principally for the	rses in North Ame horses (hunt)	for 16 rica. By the 1970s,
horses (capture) use in war and in hunting. In the 1800s, there were that number had become les and (kill) 18 States, wild horses (protect)	and 15 e several million wild hor s than 20,000. The wild principally for u	rses in North Ame horses (hunt)	for 16 16 17 20 day in the United they (can kill, not)
horses (capture) use in war and in hunting. In the 1800s, there were that number had become les and (kill)	and 15 e several million wild hor s than 20,000. The wild principally for u	rses in North Ame horses (hunt) use as pet food. To by law. To	for 16 16 17 20 day in the United they (can kill, not)

^{*}People domesticate (tame) animals.

■ EXERCISE 15. Active vs. passive. (Charts 10-1 → 10-6)

Directions: All of the sentences in the following passage are active. Some of the sentences should be passive because it is unknown or unimportant to know exactly who performs certain actions. Change sentences to the passive as appropriate. Discuss your reasons for making changes and for not making changes.

- (1) Cheese has been a principal food throughout much of the world for thousands of years.
- The first cheese was probably made (2) Someone probably made the first cheese in Asia around four thousand years ago. (3) Today people eat it in almost all the countries of the world. (4) People can eat it alone, or they may eat it with bread. (5) People can melt it and add it to noodles or vegetables. (6) People can use it as part of a main course or as a snack. (7) Throughout most of the world, cheese adds enjoyment and nutrition to many people's daily diets.
 - (8) Cheese is a milk product. (9) Cheesemakers make most cheese from cow's milk, but they can make it from the milk of goats, camels, yaks, and other animals, including zebras. (10) Some kinds of cheese, such as cheddar, are common in many parts of the world, but you can find other kinds only in small geographical areas.
 - (11) Cheesemakers produce cheese in factories. (12) They have to treat the milk in special ways. (13) They must heat it several times during the process. (14) At the end, they add salt, and they pack it into molds. (15) They age most cheese for weeks or months before they package and sell it. (16) They usually sell cheese to stores in large round pieces that they seal in wax.
 - (17) You can see these big rounds of cheese in food stores like delicatessens. (18) I like cheese and buy it often. (19) I don't know all the names of different kinds of cheese. (20) Often I can't pronounce the foreign name of the cheese I want. (21) When I go to the delicatessen near my apartment, I simply point to a kind of cheese that looks good to me. (22) I hold my

thumb and forefinger wide apart if I want a lot of cheese or close together if I want just a little.

(23) Frank and Anita, who work behind the cheese counter at the deli, always seem to give me just the right amount. (24) I'm glad cheese is nutritious because it's one of my favorite kinds of food.



USING PAST PARTICIPLES AS ADJECTIVES (STATIVE PASSIVE) 10-7

(a) Paul (b) Paul (c) Paul (d) Paul (e) Paul (f) Paul	is is is BE is	+ ADJECTIVE young. tall. hungry. + PAST PARTICIPLE married. tired. frightened.	Be can be followed by an adjective. The adjective describes or gives information about the subject of the sentence. Be can be followed by a past participle (the passive form). The past participle is often like an adjective. The past participle describes or gives information about the subject of the sentence. Past participles are used as adjectives in many common, everyday expressions.
 (g) Paul is married to Susan. (h) Paul was excited about the game. (i) Paul will be prepared for the exam. 		ted about the game.	Often the past participles in these expressions are followed by particular prepositions + an object. For example: married is followed by to (+ an object) excited is followed by about (+ an object) prepared is followed by for (+ an object)

SOM

ME	COMMON EXPRESSIONS WITH B	E + PAST PARTICIPLE	
1.	be acquainted (with)	13. be excited (about)	25. be opposed (to)
2.	be bored (with, by)	14. be exhausted (from)	26. be pleased (with)
3.	be broken	be finished (with)	27. be prepared (for)
4.	be closed	be frightened (of, by)	28. be qualified (for)
5.	be composed of	17. be gone (from)	29. be related (to)
6.	be crowded (with)	18. be hurt	30. be satisfied (with)
7.	be devoted (to)	19. be interested (in)	31. be scared (of, by)
8.	be disappointed (in, with)	20. be involved (in, with)	32. be shut
9.	be divorced (from)	21. be located in, south of, etc.	33. be spoiled
10.	be done (with)	22. be lost	34. be terrified (of, by)
11.	be drunk (on)	23. be made of	35. be tired (of, from)*
12.	be engaged (to)	24. be married (to)	36. be worried (about)

^{*}I'm tired of the cold weather. = I've had enough cold weather. I want the weather to get warm. I'm tired from working hard all day. = I'm exhausted because I worked hard all day.

☐ EXER	Directions: Co	ve passive. (Chart 10-7) mplete the sentences with the approp sitions as necessary. Use the simple p	
	1. scare	Most children <u>ave scared</u>	
	2. interest	Jane	
	3. disappoint		me because of my
	3. uisuppoiiti	low grades.	me obcado or my
	4. please	My boss	my work
	 picase satisfy 	I	
	6. marry	Tony	
	7. relate	Alice Jones	
	1. reiaie		Annia Jones. They ie hist
	0)	cousins.	XVI
	8. <i>do</i>	This is the last item in this exercise	this this
		exercise now.	
☐ EXE		n be located be	essions in the list. Use the simple
	be crowd be disap	ed be made be	e spoiled e worried He <u>is worried</u> about his
	2. My shirt	of cotton.	
	3. I live in a	three-room apartment with six other	people. Our apartment
		<u> </u>	
	4. Vietnam	in Southea	st Asia.
	5. I'm going	to go straight to bed tonight. It's bee	en a hard day. I
,			11
			. Could you please tell me how to get
		station from here?	
	7. My tape r	ecorder doesn't work. It	·

8.	Holly and I are sisters. We to each other.
9.	We leave a light on in our son's bedroom at night because he
	of the dark.
10.	Alice thinks her boss should pay her more money. She not
	with her present salary.
11.	The children I had promised to take them to
	the beach today, but now we can't go because it's raining.
12.	you with Mrs. Novinsky? Have you
	ever met her?
13.	According to the job description, an applicant must have a Master's degree and at least
	five years of teaching experience. Unfortunately, I not
	for that job.
14.	This milk doesn't taste right. I think it I'm not going to
	drink it.
15.	Water of hydrogen and oxygen.
EXERCIS	SE 18. Stative passive. (Chart 10-7)
	rections: Complete the sentences with appropriate prepositions.
1.	The day before a holiday, the food stores are usually crowdedwith
	last-minute shoppers.
2.	Are you qualified that job?
3.	Mr. Heath loves his family very much. He is devoted them.
4.	Our dog runs under the bed during storms. He's terrified thunder.
5.	My sister is married a law student.
6.	Are you prepared the test?
7.	I'll be finished my work in another minute or two.
8.	Jason is excited going to Hollywood.
9.	Ms. Brown is opposed the new tax plan.
10.	Jane isn't satisfied her present apartment. She's looking for a
	new one.

1	1. Janet doesn't take good care of l	nerself. I'm worried	her health.		
12	2. I'm tired this ra	ainy weather. I hope the sun shine	s tomorrow.		
13	3. In terms of evolution, a hippopo	otamus is related a	horse.		
14	4. The students are involved	many extracurricular ac	ctivities.		
15	15. Are you acquainted this author? I think her books are exce				
10	6. When will you be done	your work?			
1	7. I'm starving! Right now I'm int	erested only one t	thing: food.		
18	8. The children want some new to	ys. They're bored	their old ones.		
19	9. Sam is engaged	his childhood sweetheart.			
20	0. Our daughter is scared	dogs.			
2	1. You've done a good job. You sh	ould be very pleased	yourself.		
S S H S S	Speaker A: Begin the item. Don't is Speaker B: Finish the item with a popeaker A: Decide whether B has up. 292, if necessary.) R Example: SPEAKER A (book open): I'm worries SPEAKER B (book closed): about some speaker A (book open): Right. I'm	preposition + someone or something seed the correct preposition. (Reference the entire item, emphasizing ad	ing . r to Chart 10-7,		
J.	TEMESK A (000k open). Tagitt. I in	Switch roles.			
	 I'm interested I'm married I'm scared I'm related I'm disappointed I'm qualified I'm satisfied I'm prepared I'm acquainted 	10. I'm opposed 11. I'm frightened 12. I'm excited 13. I'm engaged 14. I'm exhausted 15. I'm tired 16. I'm finished 17. I'm done 18. I'm involved			
	Repeat the exercise. Use only the p	ast participles as cues, and make y	our own sentences		
E	Example: worried				

SPEAKER A: worried

SPEAKER B: The students are worried about the next test.

Dire	ections: Con		n italics. Use the passive form, simple	
- 1	close	when we got to the post office, itwas closed		
2.	make	My earrings are made of	gold.	
3.	divorce	Sally and Tom used to be married, b	out now they	
4.	relate	Your name is Tom Hood.	you	
	9.	Mary Hood?		
5.	spoil	This fruit	. I think I'd better throw it out.	
6.	exhaust	Last night I	, so I went straight to bed.	
7.	involve	Last week I	a three-car accident.	
8.	locate	The University of Washington	Seattle.	
9.	drink	Ted He		
10.	interest	I	learning more about that subject.	
11.	devote	Linda loves her job. She	her work.	
12.	lose	What's the matter, little boy?	you?	
13.	terrify	Once when we were swimming at th	e beach, we saw a shark. All of us	
			3	
	acquaint	you		
15.	qualify	I didn't get the job. The interviewer it.	said that I not	
16	disappoint	My son brought home a report card	with all D's and F's I can't	
10.	aisuppoint	understand it. I		
17.	do	At last, I	my homework. Now I can go to bed.	
18.	crowd	There are too many students in our	class. The classroom	

19. shut	It's starting to rain.	all of the windows
20. go	Where's my wallet? It	! Did you take it?

10-8 PARTICIPIAL ADJECTIVES: -ED vsING				
Indian art interests me. (a) I am interested in Indian art. INCORRECT: I am interesting in Indian art.	The past participle (-ed)* and the present participle (-ing) can be used as adjectives. In (a): The past participle (interested) describes how a person feels.			
(b) Indian art is interesting. INCORRECT: Indian art is interested.	In (b): The present participle (interesting) describes the cause of the feeling. The cause of the interest is Indian art.			
The news surprised Kate. (c) Kate was surprised. (d) The news was surprising.	In (c): surprised describes how Kate felt. The past participle carries a passive meaning: Kate was surprised by the news. In (d): the news was the cause of the surprise.			
(e) Did you hear the <i>surprising news?</i> (f) Roberto fixed the <i>broken window</i> .	Like other adjectives, participial adjectives may follow be, as in examples (a) through (d), or come in front of nouns, as in (e) and (f).			

^{*}The past participle of regular verbs ends in -ed. Some verbs have irregular forms. See Chart 2-6, p. 32.

		1. Participial adjectives. (Chart 10-8) ons: Complete the sentences with the -ed or -ing form of the verbs in italics.			
1.	1. Greg's classes interest him.				
	a.	Greg's classes areinteresting			
	b.	Greg is an <u>interested</u> student.			
2.	En	nily is going to Australia. The idea of going on this trip excites her.			
	a.	Emily is about going on this trip.			
	b.	She thinks it is going to be an trip.			
3.	I li	ke to study sea life. The subject of marine biology fascinates me.			
	a.	I'm by marine biology.			
	b.	Marine biology is a subject.			
4.	Mi	ke heard some bad news. The bad news depressed him.			
	a.	Mike is very sad. In other words, he is			
	b.	The news made Mike feel sad. The news was			

5.	. The exploration of space interests me.		
	a.	I'm in the ex	ploration of space.
	b.	The exploration of space is	to me.
6.	Th	he nation's leader stole money. The scano	lal shocked the nation.
	a.	It was a scan	dal.
	b.	The nation s	oon replaced the leader.
7.	Ιb	bought a new camera. I read the direction	ns twice, but I didn't understand them
	Th	hey confused me.	
	a.	I was when I	tried to understand the directions.
	b.	They were d	irections.
8.	I s	spilled my drink on the dinner table. This	embarrassed me.
	a.	I was very	when I spilled my drink.
	b.	That was an	experience.
		B	
9.	Jar	ne's classes bore her.	
	a.	Jane's classes are	
	b.	Jane is a student.	
10.	An	n article in the newspaper surprised Mrs. I	Perez.
	a.	It was a very	article to her.
	b.	Mrs. Perez was very	when she read it.
11.	Th	he loud noise frightened the children.	
	a.	It was a	sound.
	b.	The ch	ildren ran into their house.

EXERCISE 22. Participial adjectives. (Chart 10-8)

Directions: Complete the sentences with the appropriate -ed or -ing form of the words in italics.



Julie was walking along the edge of the fountain outside her office building. She was with her co-worker and friend Paul. Suddenly she lost her balance and accidentally fell in.

1. embarrass	Julie was really <u>embarrassed</u> .
2. embarrass	Falling into the fountain was reallyembavvassing
3. shock	Her friend Paul was
4. shock	It was a sight.
5. surprise	The people around the office building were very
	when they saw Julie in the fountain.
6. surprise	It was a sight.
7. depress	The next day Julie was because she thought she
	had made a fool of herself.
8. depress	When she fell into the fountain, some people laughed at her. It was a
	experience.
9. interest	Her friend Paul told her not to lose her sense of humor. He told her it was
	just another experience in life.
10. interest	He said that people would be in hearing about
	how she fell into a fountain.

Directions: Complete the sentences with an -ed or -ing adjective and the boldface noun.		
1. If you spoil children, they becomespoiled children.		
2. If a door revolves, it is called a		
3. If someone steals a car, it is a		
4. If people crowd into a room, it is a		
5. If costs rise, they are		
6. If a danger exists, it is an		
7. If you dry fruit, it becomes		
8. If you plan an event, it is called a		
9. If a committee plans something, it is called a		
10. If water is boiling, we call it		
11. If a person is missing, we call him or her a		
2. If you freeze vegetables, they are called		
3. If the weather freezes things, it is called		
14. If you break your pencil, you have a		

■ EXERCISE 23. Participial adjectives. (Charts 10-7 and 10-8)

GET + ADJECTIVE (a) I am getting hungry. Let's eat. (b) Eric got nervous before the job interview. GET + PAST PARTICIPLE (c) I'm getting tired. Let's stop working. (d) Steve and Rita got married last month.			Get can be followed by an adjective. Get gives the idea of change—the idea of becoming, beginning to be, growing to be. In (a): I'm getting hungry. = I wasn't hungry before, but now I'm beginning to be hungry. Sometimes get is followed by a past participle. The past participle after get is like an adjective; it describes the subject of the sentence.		
get angry	get dry	get quiet	get acquainted	get drunk	get involved
get bald get big	get fat get full	get rich get serious	get arrested get bored	get engaged get excited	get killed
get busy	get hot	get sick	get confused	get finished	get lost get married
get close	get hungry	get sleepy	get crowded	get frightened	get scared
get cold	get interested	get thirsty	get divorced	get hurt	get sunburne
get dark	get late	get well	get done	get interested	get tired
get dirty	get nervous	get wet	get dressed	get invited	get worried

☐ EXERCISE 24. GET + adjective/past participle. (Chart 10-9)

Directions: Complete the sentences. Use each word in the list only one time.

dirty	full	rich
dizzy	hot	sick
dressed	hurt	sleepy
drunk	lost	tired
	dizzy dressed	dizzy hot dressed hurt

- 1. In winter, the weather gets <u>cold</u>.
- 2. In summer, the weather gets ______.
- 3. This food is delicious, but I can't eat any more. I'm getting
- 4. I think I'll go to bed. I'm getting _____.
- 5. Let's stop working and take a break. I'm getting ______.
- 6. Sam is wearing one brown sock and one blue sock today. He got _____ in a hurry this morning and didn't pay attention to the color of his socks.
- 7. This work has to be done before we leave. We'd better get _____ and stop wasting time.
- 8. I didn't understand Jane's directions very well, so on the way to her house last night I got ______. I couldn't find her house.
- 9. It's hard to work in a garage and stay clean. Paul's clothes always get from all the grease and oil.
- Don't waste your money gambling. You won't ever get that way.
- 11. Mr. Anderson is losing some of his hair. He's getting
- 12. Was it a bad accident? Did anyone get
- 13. Calm down! Take it easy! You shouldn't get so _____. It's not good for your blood pressure.
- 14. When I turned around and around in a circle, I got _____



		very good. I i	think I'm getting	2)	Maybe I	should see
	a doctor.					
16.	My friends	got	at th	e party Saturday ni	ght, so I drov	e them
	home in m	y car. They we	ere in no conditio	on to drive.		
CICE	OF OFT	adicative (nast narticiple	(Chart 10.0)		
			past participle ences with appro	priate forms of get	and the word	ds in the list.
		1				
	cold	excite	lose	thirsty		
	crowd	hungry	marry sleep	tired		
			sleep			
	dry	kill	√sunburn	worry		
	TWO T	9 4 10				
1.	When I sta	iyed out in the	sun too long yes	terday, I <u>got s</u>	unburnea	
2.	If you're si	ck, stay home	and take care of	yourself. You won't		
	if you don	t take care of y	ourself.			
3.	Tane and C	Greg are engage	ed. They are goir	ng to		a year
	from now.	9	3			
4	Carala dana		ar are also almans			her tan au
4.	ten-thirty.	sn t eat breakta	st, so she always			by ten or
5.		ter, the sun set	s early. It		outside by	six or even
	earlier.					
6.	Put these	ocks back in the	he dryer. They d	idn't		the
	first time.					
7	Let's ston	working for a v	while I'm		Ine	ed to rest.
8.	Sue has to	vacate her apa	rtment next wee	k, and she hasn't fo	und a new pl	ace to live.
	She's			¥		
9.	Sitara alwa	rys		after she eats sa	alty food.	
						TT-2-11
10.			car wreck and all	most		He's lucky
	to be alive	10				
11.	The tempe	erature is dropp	oing. Brrr! I'm			Can I
	borrow yo	ur sweater?				
12.	We were in	a strange city	without a map.	It was easy for us to	0	
š i		and the same of th	per how to get ba		- 1 -486	
12		100	26		n the come	Did you
13.		ell when they v		when your team wo	n me gamer	Diu you
	crap arra y	cir witch dicy v	· Oz.1:			

14. Good restaurants seat because there are so many	around dinner time. It's hard to find a people.
	, her father gave her a bottle and put her
16. I left when Ellen and Joe began other people's quarrels.	to argue. I never in
10-10 USING BE USED/ACCUSTO	
(a) I am used to hot weather.(b) I am accustomed to hot weather.	(a) and (b) have the same meaning: "Living in a hot climate is usual and normal for me. I'm familiar with what it is like to live in a hot climate. Hot weather isn't strange or different to me."
(c) I am used to living in a hot climate.(d) I am accustomed to living in a hot climate.	Notice in (c) and (d): to (a preposition) is followed by the -ing form of a verb (a gerund).
(e) I just moved from Florida to Siberia. I have never lived in a cold climate before, but I am getting used to (accustomed to) the cold weather here.	In (e): I'm getting used to/accustomed to = something is beginning to seem usual and normal to me.
_	with be used to , affirmative or negative. s used to hot weather. Heisn't used to
Alice was born and raised in Cl city.	nicago. She living in a big
3. My hometown is New York City population of 10,000. I	y, but this year I'm going to school in a town with a living in a small town. I
4. We do a lot of exercises in class	. We doing exercises.
Complete the sentences with be ac NOTICE: accustomed is spelled wit	customed to, affirmative or negative. h two "c"s and one "m."
	a from Greece. He <u>is accustomed to</u> 4't accustomed to eating Canadian
6. I always get up around 6:00 A.A	A. I getting up
early. I	sleeping late.

7	7. Our teacher always gives us a lot of	homework. We
	having a lot of homework every day.	
8	8. Young schoolchildren rarely take mu	altiple choice tests. They
		taking that kind of test.

■ EXERCISE 27. BE USED/ACCUSTOMED TO. (Chart 10-10)

Directions: Talk about yourself. Use be used/accustomed to.

Example: cold weather

→ I am (OR I am not) used / accustomed to cold weather.

1. hot weather	7. getting up early
2. cold weather	8. sleeping late
3. living in a warm climate	9. eating a big breakfast
4. living in a cold climate	10. drinking coffee in the morning
5. living in a big city	11. (a kind of) food
6. living in a small town	12. being on my own*

☐ EXERCISE 28. BE USED/ACCUSTOMED TO. (Chart 10-10)

Directions: Work in pairs.

Speaker A: Pose the question. Your book is open.

Speaker B: Answer the question in a complete sentence. Your book is closed.

Example:

SPEAKER A (book open): What time are you accustomed to getting up? SPEAKER B (book closed): I'm accustomed to getting up (at 7:30).

- 1. What time are you used to going to bed?
- 2. Are you accustomed to living in (name of this city)?
- 3. Are you used to speaking English every day?
- 4. Do you live with a roommate or do you live alone? Are you accustomed to that?
- 5. What are you accustomed to eating for breakfast?

Switch roles.

- 6. What kind of food are you accustomed to eating?
- 7. What time are you accustomed to getting up?
- 8. Are you accustomed to living in a big city or a small town?
- 9. Our weather right now is (hot/cold/humid/cold) and (wet/dry/etc.) Are you used to this kind of weather?
- 10. Are you used to speaking English every day, or does it seem strange to you?

^{*}To be on one's own is an idiom. It means to be away from one's family and responsible for oneself.

■ EXERCISE 29. GET USED/ACCUSTOMED TO. (Chart 10-10)

Directions: Discuss or write about one or more of the following topics.

- 1. James graduated from high school last month. Three days after graduation, he got married. The next week he started a job at a paint store. Within two weeks, his life changed a lot. What did he have to get used to?
- 2. Jane is going to leave her parents' house next week. She is going to move in with two of her cousins who work in the city. Jane will be away from her home for the first time in her life. What is she going to have to get accustomed to?
- 3. Think of a time you traveled in or lived in a foreign country. What weren't you used to? What did you get used to? What didn't you ever get used to?
- 4. Think of the first day of a job you have had. What weren't you used to? What did you get used to?

10-11 USED TO vs. BE USED TO			
(a) I used to live in Chicago, but now I live in Tokyo. INCORRECT: I used to living in Chicago. INCORRECT: I am used to live in a big city.	In (a): <i>Used to</i> expresses the habitual past (see Chart 2-11, p. 52). It is followed by the simple form of a verb .		
(b) I am used to living in a big city.	In (b): be used to is followed by the -ing form of a verb (a gerund).*		

^{*}NOTE: In both used to (habitual past) and be used to, the "d" is not pronounced in used.

EXERCISE 30. USED TO vs. BE USED TO. (Chart 10-11) Directions: Add an appropriate form of be if necessary. If no form of be is needed, write O in the blank.
1. I have lived in Malaysia for a long time. Iam used to warm weather.
2. I used to live in Finland, but now I live in France.
3. I used to sitting at this desk. I sit here every day.
4. I used to sit in the back of the classroom, but now I prefer to sit in
the front row.
5. When I was a child, I used to play games with my friends in a big
field near my house after school every day.
6. It's hard for my children to stay inside on a cold, rainy day. They
used to playing outside in the big field near our house. They play there almost every day.
7. A teacher used to answering questions. Students, especially good
students, always have a lot of questions.
8 People used to believe the world was flat

□ EXER	CISE 31. USED TO vs. BE USED TO. (Chart 10-11) Directions: Complete the sentences with used to or be used to and the correct form of the verb in parentheses.
	1. Nick stays up later now than he did when he was in high school. He (go)
	used to go to bed at ten, but now he rarely gets to bed before
	midnight.
	2. I got used to going to bed late when I was in college, but now I have a job and I need my sleep. These days I (go)am used to going to bed around ten-thirty.
	3. I am a vegetarian. I (eat) meat, but now I
	eat only meatless meals.
	4. Ms. Wu has had a vegetable garden all her life. She (grow)
	her own vegetables.
	5. Oscar has lived in Brazil for ten years. He (eat)
	Brazilian food. It's his favorite.
	6. Georgio moved to Germany to open his own restaurant. He (have) a small bakery in Italy.
	7. I have taken the bus to work every day for the past five years. I (take)
	the bus.
	8. Juanita travels by plane on company business. She (go)
	by train, but now the distances she needs to travel are too great.
☐ EXER	CISE 32. USED TO vs. BE USED TO. (Charts 2-9 and 10-11) Directions: You are living in a new place (country, city, apartment, dorm, etc.) and going to a new school. What adjustments have you had to make? Write about them by completing the sentences with your own words.
	1. I'm getting used to
	2. I'm also getting accustomed to
	3. I have gotten accustomed to
	4. I haven't gotten used to
	5. I can't get used to
	6. Do you think I will ever get accustomed to ?
	7. I used to, but now

10-12 USING BE SUPPOSED TO				
(a) Mike <i>is supposed to call</i> me tomorrow. (IDEA: I expect Mike to call me tomorrow.)	Be supposed to is used to talk about an activity or event that is expected to occur.			
(b) We are supposed to write a composition. (IDEA: The teacher expects us to write a composition.)	In (a): The idea of <i>is supposed to</i> is that Mike is expected (by me) to call me. I asked him to call me. He promised to call me. I expect him to call me.			
(c) Alice was supposed to be home at ten, but she didn't get in until midnight. (IDEA: Someone expected Alice to be home at ten.)	In the past form, be supposed to often expresses the idea that an expected event did not occur, as in (c).			

☐ EXERCISE 33. BE SUPPOSED TO. (Chart 10-12)

Directions: Create sentences with a similar meaning by using be supposed to.

- 1. The teacher expects us to be on time for class.
 - → We are supposed to be on time for class.
- 2. People expect the weather to be cold tomorrow.
- 3. People expect the plane to arrive at 6:00.
- 4. My boss expects me to work late tonight.
- 5. I expected the mail to arrive an hour ago, but it didn't.

■ EXERCISE 34. BE SUPPOSED TO. (Chart 10-12)

Directions: Correct the mistakes.

- 1. I'm supposed call my parents tonight.
- 2. We're not suppose to tell anyone about the surprise.
- 3. You don't supposed to talk to Alan about the surprise.
- 4. My friend was supposing to call me last night, but he didn't.
- 5. Children supposed to respect their parents.
- 6. Didn't you supposed be at the meeting last night?

☐ EXERCISE 35. BE SUPPOSED TO. (Chart 10-12)

Directions: Identify who is supposed to do something.

1. TOM'S BOSS: Mail this package.

TOM: Yes, sir.

→ Tom is supposed to mail a package.

2. MARY: Call me at nine.

ANN: Okay.

3. MS. MARTINEZ: Please make your bed before you go to school.

JOHNNY: Okay, Mom.

4. MR. TAKADA: Put your dirty clothes in the laundry basket.

SUSIE: Okay, Dad.

5. MRS. WILSON: Bobby, pick up your toys and put them away.

BOBBY: Okay, Mom.

MRS. WILSON: Annie, please hang up your coat.

ANNIE: Okay, Mom.

6. DR. KETTLE: You should take one pill every eight hours.

PATIENT: All right, Dr. Kettle. Anything else?

DR. KETTLE: Drink plenty of fluids.

7. PROF. THOMPSON: Read the directions carefully, and raise your hand if you have any

questions.

STUDENTS: (no response)

☐ EXERCISE 36. BE SUPPOSED TO. (Chart 10-12)

Directions: Create sentences with **be supposed to** by combining the subjects in Column A with the ideas in Column B. Use the simple present.

Example: Visitors at a zoo are not supposed to feed the animals.

Column A

1. Visitors at a zoo

2. Doctors

3. Employees

4. Air passengers

F

5. Theatergoers

6. Soldiers on sentry duty

7. Children

8. Heads of state

9. A dog

10. People who live in apartments

Column B

A. listen to their parents

B. buckle their seatbelts before takeoff

√C. not . . . feed the animals

D. not . . . talk during a performance

E. be on time for work

F. obey its trainer

G. pay their rent on time

H. care for their patients

I. not . . . fall asleep

I. be diplomatic

■ EXERCISE 37. BE SUPPOSED TO. (Chart 10-12)

Directions: Think of things the following people are or were supposed to do. Use be supposed to.

Example: a good friend of yours

→ My friend Ji Ming is supposed to help me paint my apartment this weekend. Benito was supposed to go to dinner with me last Wednesday, but he forgot. Nadia is supposed to call me tonight.

1. a good friend of yours

6. the leader of your country

2. your roommate or spouse*

7. one or both of your parents

3. children

8. one of your siblings or cousins

4. a student in your English class

9. yourself

5. your English teacher

10. (...)

□ EXERCISE 38. Written. (Chapters 1 → 10)

Directions: In writing, describe how a particular holiday is celebrated in your country. What is done in the morning, in the afternoon, in the evening? What are some of the things that people typically do on this holiday?

NOTE: Many of your sentences will be active, but some of them should be passive.

■ EXERCISE 39. Error analysis. (Chapter 10)

Directions: Correct the errors.

Example: I am agree with him.

- → I agree with him.
- 1. An accident was happened at the corner yesterday.
- 2. This pen is belong to me.
- 3. I am very surprise by the news.
- 4. I'm interesting in that subject.
- 5. He is marry with my cousin.
- 6. Thailand is locate in Southeast Asia.
- 7. Mary's dog was died last week.
- 8. Were you surprise when you saw him?

^{*}If you have neither a roommate nor a spouse, invent one or simply skip to the next item.

- 9. When I went downtown, I get lost.
- 10. Last night I very tire.
- 11. The bus was arrived ten minutes late.
- 12. I am disagreed with that statement.
- 13. Our class is compose from immigrants.
- 14. I am not acustomed to cold weather.
- 15. We're not suppose to have pets in our apartment.

CONTENTS

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EXERCISE 1. Preview: using A and AN. (Charts 11-1 and 11-2)

Directions: Add a or an as necessary.

- 1. I never wear hat.
- 2. We had easy test yesterday.
- 3. I rarely put salt on my food. OK (no change)
- 4. Jack has wallet in his back pocket.
- 5. We had good weather for our picnic yesterday.
- 6. There was earthquake in Turkey last week.
- 7. Ball is round object.
- 8. Linda likes to wear jewelry.
- 9. Anna is wearing ring on her fourth finger.
- 10. My father enjoys good health.
- 11. Simon Bolivar is hero to many people.
- 12. I called Jim by the wrong name. It was honest mistake.
- 13. I had unusual experience yesterday.
- 14. Ann had unique experience yesterday.
- 15. I often ask my parents for advice.

11-1 A vs. AN			
 (a) I have a pencil. (b) I live in an apartment. (c) I have a small apartment. (d) I live in an old building. 	A and an are used in front of a singular noun (e.g., pencil, apartment). They mean "one." If a singular noun is modified by an adjective (e.g., small, old), a or an comes in front of the adjective, as in (c) and (d). A is used in front of words that begin with a consonant (b, c, d, f, g, etc.): a boy, a bad day, a cat, a cute baby. An is used in front of words that begin with the vowels a, e, i, and o: an apartment, an angry man, an elephant, an empty room, etc.		
 (e) I have an umbrella. (f) I saw an ugly picture. (g) I attend a university. (h) I had a unique experience. 	 For words that begin with the letter u: An is used if the u is a vowel sound, as in an umbrella, an uncle, an unusual day. A is used if the u is a consonant sound, as in a university, a unit, a usual event. 		
(i) He will arrive in an hour.(j) New Year's Day is a holiday.	For words that begin with the letter h: (1) An is used if the h is silent: an hour, an honor, an honest person. (2) A is used if the h is pronounced: a holiday, a hotel, a high point.		

☐ EXERCISI	2.	A vs	AN.	(Chart	11-1)
------------	----	------	-----	--------	------	---

Directions: Write a or an in the blanks.

1.	_a_ mistake	7 uniform	13 hour or two
2.	abbreviation	8 union	14 hole in the ground
3.	dream	9 untrue story	15 hill
4.	interesting dre	eam 10urgent message	16 handsome man
5.	empty box	11 universal problem	17 honest man
6.	box	12 unhappy child	18 honor

■ EXERCISE 3. A vs. AN. (Chart 11-1)

Directions: Define the given words in complete sentences. Begin each sentence with a or an. Refer to a dictionary if necessary.

Example: indecisive person

-> An indecisive person is a person who can't make up his mind.

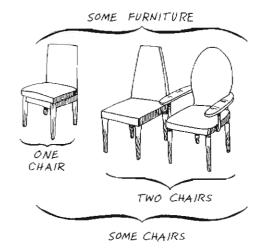
1. astronaut	6. camel	 hourly wage
2. microscope	7. umbrella	12. horn
3. enemy	8. unicorn	13. unlit hallway
4. ferry	9. onion	14. utensil
5. absent-minded person	10. honeymoon trip	15. orchard

COUNT AND NONCOUNT NOUNS 11-2 PLURAL SINGULAR A count noun: (1) can be counted with numbers: one chair, two chair 0* chairs COUNT a chairs, ten chairs, etc. chairs NOUN one chair two (2) can be preceded by a/an in the singular: achairs some chair. (3) has a plural form ending in -s or -es: chairs.** furniture Ø NONCOUNT Ø A noncount noun: furniture 0 (1) cannot be counted with numbers. NOUN some INCORRECT: one furniture (2) is NOT immediately preceded by a/an. INCORRECT: a furniture (3) does NOT have a plural form (no final-s). INCORRECT: furnitures

■ EXERCISE 4. Count and noncount nouns. (Chart 11-2)

Directions: Correct the mistakes. Some sentences contain no errors. Use some with the noncount nouns.

- 1. I bought one chair for my apartment. OK (no change)
 - some
- 2. I bought one furniture for my apartment.*
- 3. I bought four chairs for my apartment.
- 4. I bought four furnitures for my apartment.
- 5. I bought a chair for my apartment.
- 6. I bought a furniture for my apartment.
- 7. I bought some chair for my apartment.
- 8. I bought some furnitures for my apartment.



^{*}Ø = "nothing."

^{**}See Chart 1-5, p. 13, and Chart 6-1, p. 157, for the spelling and pronunciation of -s/-es.

^{*}CORRECT: I bought some furniture for my apartment. OR I bought furniture for my apartment. See Chart 11-8, p. 326, for more information about the use of **Ø** and **some**.

■ EXERCISE 5. Preview: count and noncount nouns. (Charts 11-2 and 11-3)

Directions: Write a/an or some in the blanks. Identify count and noncount nouns.

1. I often havesov	ne fruit for dessert.	fruit	\rightarrow	count	noncount
2. I had a	banana for dessert.	banana	>	count	noncount
3. I got	letter today.	letter	\rightarrow	count	noncount
4. I got	mail today.	mail	→	count	noncount
5. Anna wears	ring on her left hand.	ring	\rightarrow	count	noncount
6. Maria is wearing	jewelry today.	jewelry	\rightarrow	count	noncount
7. I have	homework to finish.	homework	\rightarrow	count	noncount
8. I have	_ assignment to finish.	assignment	\rightarrow	count	noncount
9. I needed	information.	in formation	\rightarrow	count	noncount
10. I asked	question.	question	\rightarrow	count	noncount

11-3 NONCOUNT NOUNS Noncount nouns usually refer to a whole group INDIVIDUAL PARTS = THE WHOLE of things that is made up of many individual (Count Nouns) (Noncount Nouns) parts, a whole category made up of different varieties. (a) letters For example, furniture is a noncount noun; it postcards mail describes a whole category of things: bills chairs, tables, beds, etc. etc. INDIVIDUAL PARTS = THE WHOLE (b) apples chairs bananas tables fruit furniture oranges beds etc. etc. Mail, fruit, and jewelry are other examples of (c) rings noncount nouns that refer to a whole category bracelets jewelry made up of individual parts. necklaces etc. SOME COMMON NONCOUNT NOUNS: WHOLE GROUPS MADE UP OF INDIVIDUAL PARTS G. corn A. clothing B. homework E. grammar equipment housework dirt slang food work vocabulary flour fruit hair C. advice F. Arabic furniture pepper Chinese information rice jewelry English mail salt D. history German sand monev scenery literature Indonesian sugar Spanish stuff music traffic Etc. poetry

EXERCISE 6. Count and noncount nouns. (Charts 11-2 and 11-3) Directions: Add final -s/-es if possible. Otherwise, write a slash (I) in the blank.
1. I'm learning a lot of grammar/
2. We're studying count and noncount noun_s .
3. City streets usually have a lot of traffic
4. The streets are full of automobile
5. We enjoyed the scenery in the countryside.
6. Nepal has high mountain
7. I have some important information for you.
8. I have some important fact for you.
9. Olga knows a lot of English word
10. Olga has learned a lot of new vocabulary
11. The children learned a lot of new song in nursery school.
12. I enjoy listening to music
13. Can you give me some suggestion?
14. Can you give me some advice?
15. I like to read good literature
16. I like to read good novel
17. I had sand in my shoes from walking on the beach.
18 Florida is famous for its white sand heach

	(QUID:	S			SOLIDS an	d semi-soi	IDS	GASES	
n	iilk il	soup tea water		bread butter cheese ice	chicken fish	chalk glass gold iron	paper soap sooshpasse wood	air pollution smog smoke	
we ra	HUNGS reather ain row		OCCUR IN darkness light sunshine		RE thunder lightning				
			4						
(c) Al	BSTRA	CTION	S*						
be co	BSTRA eauty ourage xperien		fun generosity happiness	,	health help honesty	ignorance knowledge luck	patience progress	time violence	

^{*}An abstraction is an idea. It has no physical form. A person cannot touch it.

□ EXERCISE 7. Count and noncount nouns. (Charts 11-2 → 11-4) Directions: Add final -s/-es if possible. Otherwise, write a slash (!) in the blank.
1. I made some mistake <u>s</u> on my algebra test.
2. In winter in Alaska, there (is, are) snow/_ on the ground.
3. Alaska has a lot of cold weather
4. We have a lot of storm in the winter.
5. There (is, are) some chalk in this classroom.
6. Be sure to give the new couple my best wish
7. I want to wish them good luck
8. Thunder and lightning can be scary for children and animals.
9. Gold (is, are) expensive. Diamond (is, are) expensive too.
10. I admire Prof. Yoo for her extensive knowledge of organic farming methods.
11. Prof. Yoo has a lot of good idea and strong opinion
12. Teaching children to read requires patience
13. Doctors take care of patient
14. Mr. Fernandez's English is improving. He's making a lot of progress
15. Automobiles are the biggest source of pollution in most cities.
16. Engineers build bridge across river and other body of
water
Directions: Complete the sentences in Column A with words from Column B. The completed sentences will be common sayings in English.
Example: Ignorance is bliss. ("Ignorance is bliss" is a saying. It means: If you know about problems, you have to worry about them and solve them. If you don't know about problems, you can avoid them and be happy [bliss = happiness]. Do you agree with this saying?)
Column A Column B
1. Ignorance is A. the best teacher.
2. Honesty is B. the best medicine.
3. Time is C. power.
4. Laughter is \(\sqrt{D} \). bliss.
5. Beauty is E. in the eye of the beholder.
6. Knowledge is F. money.
7. Experience is G. the best policy.

a. Name four good qualities yo	ou admire in a person.
1. <u>patience</u>	3.
2	4
b. Name bad qualities people of	
1greed	3
2	4
c. What are some of the most i	mportant things in life?
1good health	3
2	4
d. Certain bad conditions exist	in the world. What are they?
1. hunger	3
2.	4.
RCISE 10. Count and noncou	nt nouns. (Charts 11-1 → 11-4) ven topics. Make a written list of the things you se
RCISE 10. Count and noncou Directions: Choose one of the give Example: You're sitting in your	nt nouns. (Charts 11-1 \rightarrow 11-4) ven topics. Make a written list of the things you see. office. List the things you see.
RCISE 10. Count and noncou Directions: Choose one of the giv Example: You're sitting in your of Written: • two windows • three desk lamp • a lot of books—a	nt nouns. (Charts 11-1 → 11-4) Ven topics. Make a written list of the things you se office. List the things you see. s around 50 books about English grammar
RCISE 10. Count and noncou Directions: Choose one of the giv Example: You're sitting in your of Written: • two windows • three desk lamp • a lot of books—a	of nouns. (Charts 11-1 \rightarrow 11-4) wen topics. Make a written list of the things you see office. List the things you see.
RCISE 10. Count and noncou Directions: Choose one of the give Example: You're sitting in your of Written: • two windows • three desk lamp • a lot of books—a • office equipment machine	nt nouns. (Charts 11-1 → 11-4) Ven topics. Make a written list of the things you se office. List the things you see. s around 50 books about English grammar
RCISE 10. Count and noncou Directions: Choose one of the give Example: You're sitting in your of Written: • two windows • three desk lamp • a lot of books—a • office equipment machine	nt nouns. (Charts 11-1 → 11-4) ven topics. Make a written list of the things you se office. List the things you see. s around 50 books about English grammar t—a Macintosh computer, a printer, a photocopy applies—a stapler, paper clips, pens, pencils, a rule

- 2. Look out a window. List the things and people you see.
- 3. Go to a place outdoors (a park, a zoo, a city street) and list what you see.
- 4. Travel in your imagination to a room you lived in when you were a child. List everything you can remember about that room.

11-5 USING SEVERAL, A LOT OF, MANYIMUCH, AND A FEWIA LITTLE

COUNT	NONCOUNT	
(a) several chairs	Ø	Several is used only with count nouns.
(b) a lot of chairs	a lot of furniture	A lot of is used with both count and noncount nouns.
(c) many chairs	much furniture	Many is used with count nouns. Much is used with noncount nouns.
(d) a few chairs	a little furniture	A few is used with count nouns. A little is used with noncount nouns.

\square EXERCISE 11. SEVERAL, A LOT OF, and MANY/MUCH. (Charts 11-1 \rightarrow 11-5)

Directions: Correct the mistakes. Some sentences contain no errors. One sentence contains a spelling error.

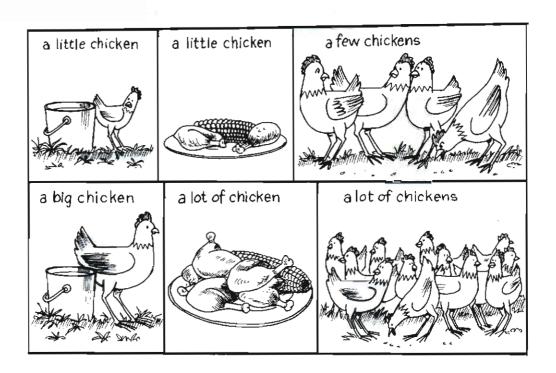
some

- 1. Jack bought several furniture.
- 2. He bought several chairs. OK (no change)
- 3. Ted bought a lot of chairs.
- 4. Sue bought a lot of furniture, too.
- 5. Alice bought too much furniture.
- 6. She bought too much chairs.
- 7. Dr. Lee bought a few furniture for his new office.
- 8. He bought a few chairs.
- 9. He has several new furnitures in his office.
- 10. He has several new chairs in his office.
- 11. There is alot of desk in this room.
- 12. There are a lot of furnitures in Dr. Lee's office.

EXERCISE 12. HOW MANY and HOW MUCH. (Charts 11-1 → 11-5) Directions: Create questions with how many or how much. Use the information in parentheses to form Speaker A's question.
1. A: Howmany children do the Millers have
B: Three. (The Millers have three children.)
2. A: How <u>much money does lake make</u>
B: A lot. (Jake makes a lot of money.)
3. A: How on a soccer team
B: Eleven. (There are eleven players on a soccer team.)
4. A: How to do tonight B: Just a little. (I have just a little homework to do tonight.)
B: Just a little. (I have just a little homework to do tonight.)
5. A: How in the baskets
B: A lot. (There are a lot of apples in the baskets.)
6. A: How in the baskets
B: A lot. (There is a lot of fruit in the baskets.)
The state of the s
7. A: How in Canada
B: Ten. (There are ten provinces in Canada.)
8. A: How before you moved to Japan
B: Just a little. (I knew just a little Japanese before I moved to Japan.)
9. A: How in the world
B: Approximately 22,000. (There are approximately 22,000 kinds of fish in the world.)
10. A: How
B: A lot. (You should buy a lot of cheese.) It looks really good.
11. A: How every day
B: Two cups. (I drink two cups of coffee every day.)
12. A: How in the chalk tray
B: Several pieces. (There are several pieces of chalk in the chalk tray.)

Directions: Work Speaker A: Usin look Speaker B: List If yo	vs. MUCH. (Charts 11-1 → 11-5) in pairs. Ing the cues, ask a question using how much or how many. You are king for the answer to "x." Your book is open. In the carefully for the correct use of much and many. Answer the question. You don't know the answer, guess. Sometimes Speaker A is given the rect answer and can tell you how close you are to the correct answer. Your
	k is closed.
SPEAKER A (book	r: You drink x every day. c open): How much water do you drink every day? c closed): I try to drink at least six glasses of water every day.
SPEAKER A (book SPEAKER B (book	There are x in this chapter. (Answer: 32) e open): How many pages are there in this chapter? e closed): I don't know. I'd guess there are about thirty. e open): Very close! There are 32 pages in this chapter.
1. tea :	You usually drink x every day.
2. word :	There are x in the title of this book. (Answer: 4)
3. money:	A pencil costs x.
4. bone:	There are x in the human body. (Answer: 206)
5. tooth :	The average person has x. (Answer: 32)
6. mail :	You got x yesterday.
Switch roles.	
7. sugar:	You put x in your tea.
8. language:	You can speak x.
9. English:	Had you studied x before you started attending this class?
10. people:	There were x on earth 2,000 years ago. (Answer: around 250 million)
11. human bei	
12. butterfly:	You can see x in one hour on a summer day in a flower garden.
Directions: Com	vs. A LITTLE. (Charts 11-1 \rightarrow 11-5) plete the sentences by using <i>a few</i> or <i>a little</i> and the given noun. Use the noun when necessary.
	se a few with a count noun: a few songs. se a little with a noncount noun: a little music.
1. music	I feel like listening to <u>a little music</u> tonight.
2. song	We sang <u>a few songs</u> at the party.
3. help	Do you need with that?
4. pepper	My grandfather doesn't use extra salt, but he always puts
£-££	on his hard-boiled egg
5 this	
5. thing	I need to pick up at the market on my
	way home from work tonight.

6. apple	I bought	at the market.*
7. fruit	I bought	at the market.
8. advice	I need	·
9. money	If I accept that job, I'll make	more
10. coin	Annie put	in her pocket.
11. friend		came by last night to visit us.
12. rain	It looks like we might get	today.
	I think I'll take my umbrella with me.	
13. French	I can speak	, but I don't know
	any Italian at all.	
14. hour	Ron's plane will arrive in	more
15. toothpaste	Tommy, put just	on your
	toothbrush, not half the tube!	
16. chicken	I'm still hungry. I think I'll haye	more
	·	
17. chicken	When I was a child, we raised	in
	our backyard.	



^{*}I bought a few apples. = I bought a small number of apples.

I bought a little apple. = I bought one apple, and it was small, not large.

11-6 NOUNS THAT CAN BE COUNT OR NONCOUNT

Quite a few nouns can be used as either count or noncount nouns. Examples of both count and noncount usages for some common nouns follow.

NOUN	USED AS A NONCOUNT NOUN	USED AS A COUNT NOUN
glass	(a) Windows are made of <i>glass</i> .	(b) I drank a glass of water.(c) Janet wears glasses when she reads.
hair	(d) Rita has brown <i>hair</i> .	(e) There's a hair on my jacket.
iron	(f) Iron is a metal.	(g) I pressed my shirt with an iron.
light	(h) I opened the curtain to let in some light.	(i) Please turn off the lights (lamps).
paper	(j) I need some paper to write a letter.	(k) I wrote a paper for Professor Lee.(l) I bought a paper (a newspaper).
time	(m) How <i>much time</i> do you need to finish your work?	(n) How many times have you been in Mexico?
work	(o) I have some work to do tonight.	(p) That painting is a work of art.
coffee	(q) I had some coffee after dinner.	(r) Two coffees, please.
chicken/ fish	(s) I ate some chicken/some fish.	(t) She drew a picture of a chicken/a fish.
experience	(u) I haven't had much experience with computers. (I don't have much knowledge or skill in using computers.)	(v) I had <i>many</i> interesting <i>experiences</i> on my trip. (Many interesting events happened to me on my trip.)

☐ EXERCISE 15	Nouns that co	an be count or noncount	. (Chart 11-6)
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Directions: Complete the sentences with the given words. Choose words in parentheses as necessary.

iecessary.	
1. chicken	Joe, would you like (a, some) some chicken for dinner tonight?
2. chicken	My grandmother raises chickens in her yard.
3. time	It took a lot of to write my composition.
4. time	I really like that movie. I saw it three
5. paper	Students in Prof. Young's literature class have to write a lot of
	•

Students who take thorough lecture notes use a lot of ______.

6. paper

7.	paper	The New York Times is (a, some) famous
8.	work	Rodin's statue of "The Thinker" is one of my favorite of art.
9.	work	I have a lot of to do tomorrow at my office.
10.	light	If accidentally (get, gets) in a darkroom, (it, they) can ruin photographic negatives.
11.	light	There (is, are) a lot of fluorescent on the ceilings of the school building.
12.	hair	Erin has straight, and Sara has curly
13.	hair	Brian has a white cat. When I stood up from Brian's sofa, my black slacks were covered with short white
14.	glass	I wear because I'm nearsighted.
15.	glass	In some countries, people use for their tea; in other countries, they use cups.
16.	glass	Framed paintings are usually covered with to protect them.
17.	iron	(is, are) necessary to animal and plant life.
18.	iron	(is, are) used to make clothes look neat.
19.	experience	Grandfather had a lot of interesting in his
		long career as a diplomat.
20.	experience	You should apply for the job at the electronics company only if you have a lot of in that field.

USING UNITS OF MEASURE WITH NONCOUNT NOUNS 11-7

- (a) I had some tea.
- (b) I had two cups of tea.
- (c) I ate some toast.
- (d) I ate one piece of toast.

To mention a specific quantity of a noncount noun, speakers use units of measure such as two cups of or one piece of. A unit of measure usually describes the container (a cup of, a bowl of), the amount (a pound of, a quart of),* or the shape (a bar of soap, a sheet of paper).

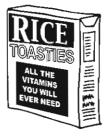
Liquid measure: one quart = 0.95 litres/liters; four quarts = one gallon = 3.8 litres/liters.

■ EXERCISE 16. Units of measure with noncount nouns. (Chart 11-7)

Directions: What units of measure are usually used with the following nouns? More than one unit of measure can be used with some of the nouns.

PART I. You are going to the store. What are you going to buy? Choose from these units of measure.

	bag	bottle	box	can* (tin)	jar
1.	a	can/jar	of olives		
2.	a	box	of cracke	ers	
3.	a		of miner	al water	
4.	a		of jam o	r jelly	
5.	a		of tuna f	ñsh .	
6.	a		of soup		
7.	a		of sugar		
8.	a		of wine		
9.	a		of corn		
10.	a		of peas		
11.	a		of flour		
12.	a		of soda j	рор	
13.	a		of paint		
14.	a		of break	fast cereal	



^{*}Weight measure: one pound = 0.45 kilograms/kilos.

^{*}a can in American English = a tin in British English.

PART II. You are hungry and thirsty. What are you going to have? Choose from these units of measure.

	bowl	сир	glass	piece	slice	
15.	а	cup/glass	of green tea	23	. a	 of beer
16.	a	bowl	of cereal	24	. а	of noodles
17.	a		of candy	25	. a	of mineral water
18.	a		of bread	26	. а	of popcorn
19.	a		of apple pie	27	. a	of cheese
20.	a		of orange jui	ice 28	. a	 of rice
21.	a		of soup	29	. а	 of strawberries
22.	а		of cantaloup	e		and ice cream



 \square EXERCISE 17. Writing activity: count and noncount nouns. (Charts 11-1 \rightarrow 11-7) Directions: In several paragraphs, describe the perfect meal. Use your imagination. If you use the name of a dish that your reader is probably unfamiliar with, describe it in parentheses. For example:

I'm going to imagine for you the perfect meal. I am on a terrace high on a hillside in Nepal. When I look out, I see snow-capped mountains in the distance. The valley below is hazy and beautiful. I'm with my friends Olga and Roberto. The table has a while tablecloth and a vase of blue flowers. I'm going to eat all of my favorite kinds of food.

First the waiter is going to bring escargots. (Escargots are snails cooked in butter and seasoned with garlic and other herbs.) Etc.

11-8 GUIDELINES FOR ARTICLE USAGE

	USING A OR \emptyset (NO ARTICLE)		USING A OR SOME				
SINGULAR COUNT NOUNS	 (a) A dog makes a good pet. (b) A banana is yellow. (c) A pencil contains lead. 	A speaker uses α with a singular count noun when s/he is making a generalization. In (a): The speaker is talking about any dog, all dogs, dogs in general.	 (j) I saw a dog in my yard. (k) Mary ate a banana. (l) I need a pencil. 				
PLURAL COUNT NOUNS	(d) Ø Dogs make good pets. (e) Ø Bananas are yellow. (f) Ø Pencils contain lead.	A speaker uses no article (②) with a plural count noun when s/he is making a generalization.* In (d): The speaker is talking about any dog, all dogs, dogs in general. Note: (a) and (d) have the same meaning.	 (m) I saw some dogs in my yard. (n) Mary bought some bananas. (o) Bob has some pencils in his pocket. 				
NONCOUNT NOUNS	(g) Ø Fruit is good for you. (h) Ø Coffee contains caffeine. (i) I like Ø music.	A speaker uses no article (Ø) with a noncount noun when s/he is making a generalization. In (g): The speaker is talking about any fruit, all fruit, fruit in general.	 (p) I bought some fruit. (q) Bob drank some coffee. (r) Would you like to listen to some music? 				

^{*}Sometimes a speaker uses an expression of quantity (e.g., almost all, most, some) when s/he makes a generalization: Almost all dogs make good pets. Most dogs are friendly. Some dogs have short hair.

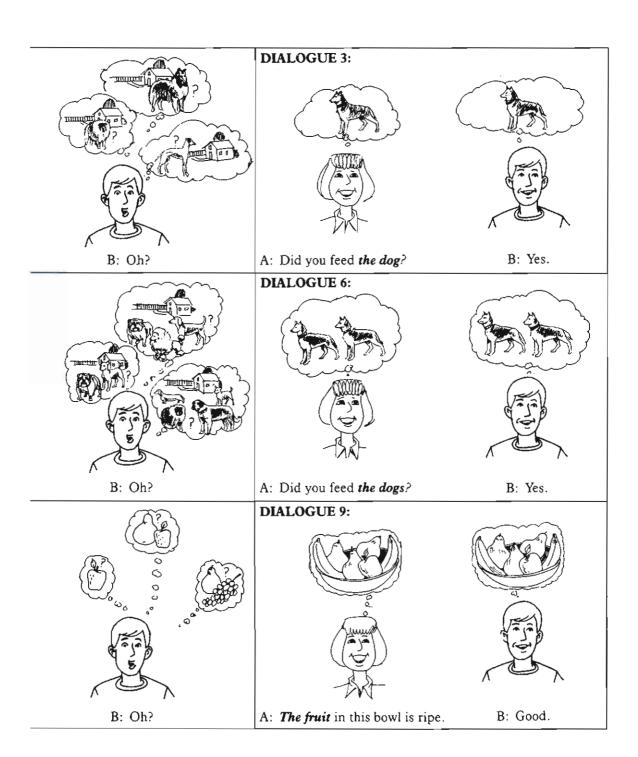
	USING THE	
A speaker uses a with a singular count noun when s/he is talking about one thing (or person) that is not specific. In (j): The speaker is saying, "I saw one dog (not two dogs, some dogs, many dogs). It wasn't a specific dog (e.g., your dog, the neighbor's dog, that dog). It was only one dog out of the whole group of animals called dogs."	 (s) Did you feed the dog? (t) I had a banana and an apple. I gave the banana to Mary. (u) The pencil on that desk is Jim's. (v) The sun is shining. (w) Please close the door. (x) Mary is in the kitchen. 	 The is used in front of singular count nouns: the dog. plural count nouns: the dogs. noncount nouns: the fruit. A speaker uses the (not a, Ø, or some) when the speaker and the listener are thinking about the same specific person(s) or thing(s).
A speaker often uses some* with a plural count noun when s/he is talking about things (or people) that are not specific. In (m): The speaker is saying, "I saw more than one dog. They weren't specific dogs (e.g., your dogs, the neighbor's dogs, those dogs). The exact number of dogs isn't important (two dogs, five dogs); I'm simply saying that I saw an indefinite number of dogs."	 (y) Did you feed the dogs? (z) I had some bananas and apples. I gave the bananas to Mary. (aa) The pencils on that desk are Jim's. (bb) Please turn off the lights. 	In (s): The speaker and the listener are thinking about the same specific dog. The listener knows which dog the speaker is talking about: the dog that they own, the dog that they feed every day. There is only one dog that the speaker could possibly be talking about. In (t): A speaker uses the when she mentions a noun the second time. First mention:
A speaker often uses some* with a noncount noun when s/he is talking about something that is not specific. In (p): The speaker is saying, "I bought an indefinite amount of fruit. The exact amount (e.g., two pounds of fruit, four bananas, and two apples) isn't important. And I'm not talking about specific fruit (e.g., that fruit, the fruit in that bowl.)"	 (cc) The fruit in this bowl is ripe. (dd) I drank some coffee and some milk. The coffee was hot. (ee) I can't hear you. The music is too loud. (ff) The air is cold today. 	I had a banana Second mention: I gave the banana In the second mention, the listener now knows which banana the speaker is talking about: the banana the speaker had (not the banana John had, not the banana in that bowl).

^{*}In addition to some, a speaker might use several, a few, a lot of, etc., with a plural count noun, or a little, a lot of, etc., with a noncount noun. (See Chart 11-5, p. 318.)

☐ EXERCISE 18. Count and noncount nouns. (Chart 11-8)

Directions: Discuss Speaker A's use of articles in the following dialogues. Why does Speaker A use a, some, the, or Ø? Discuss what both Speaker A and Speaker B are thinking about.





Directions: Here are some conversations. Try to decide whether the speakers would probably use the or a/an. Are the speakers thinking about the same objects or persons?
1. A: Did you have a good time at <u>the</u> party last night?
B: Yes.
A: So did I. I'm glad that you decided to go with me.
2. A: What did you do last night?
B: I went to party.
A: Oh? Where was it?
3. A: Do you have car?
B: No. But I have bicycle.
4. A: Do you need car today, honey?
B: Yes. I have a lot of errands to do. Why don't I drive you to work today?
A: Okay. But be sure to fill car up with gas sometime today.
5. A: I bought table yesterday.
B: Oh? I didn't know you went shopping for furniture.
6. A: Have you seen my keys?
B: Yes. They're on table next to front door.
7. A: Is Mr. Jones graduate student?
B: No. He's professor.
8. A: Where's professor?
B: She's absent today.
9. A: Would you like to go to zoo this afternoon?
B: Sure. Why not?
10. A: Does San Diego have zoo?
B: Yes. It's world famous.
11. A: Let's listen to radio.
B: Okay. I'll turn it on.
12. A: Does your car have radio?
B: Yes, and CD player.

	b: res.					
	A: Did y	ou check	stove?			
	B: Yes.					
	A: Did y	ou close all	windows	s downstairs?		
	B: Yes.					
	A: Did y	rou set	alarm?			
	B: Yes.					
	A: Then	let's turn out _	lights.			
	B: Good	lnight, dear.				
	A: Good	lnight, dear.				
14.	A: When	e's Dennis?				
	B: He's	in kitcl	hen.			
15.	A: Do y	ou like your new	v apartment?			
	_	It has t	_			
			J			
T EVED CICE	00 114	- A CA	a a a a valis ati	one (Chart 11	0.	
Dire	ections: W		he blank befor	ons. (Chart 11 re each singular		rite the plural
Dire	n of the i	rite a or Ø in th	he blank befor	re each singular		
Dire form	ections: We not the r	Trite a or \emptyset in the noun if possible.	he blank befor ts	re each singular	noun. Then w	
Dire form	ections: We not the r	rite a or Ø in the noun if possible. Ingular Subject	he blank befor ts	Bivas ha	noun. Then w Plural Subject Ave feather	cts
Directors 1. 2.	ections: We not the s	rite a or Ø in the noun if possible. ngular Subject bird has feather	he blank befor ts	Bivas ha	noun. Then w Plural Subject Ave feather	cts
Director form 1. 2. 3.	ections: We not the r	rite a or Ø in the noun if possible. Ingular Subject bird has feather C forn is nutrition.	he blank befor ts rs. ious.	Bivas ha	noun. Then w Plural Subject Ave feather	cts
Director form 1. 2. 3. 4.	ections: We not the r	rite a or Ø in the noun if possible. Ingular Subject bird has feather C forn is nutritionally in the control of the control o	he blank befor ts rs. ious.	Bivas ha	noun. Then w Plural Subject Ave feather	cts
Directors 1. 2. 3. 4. 5.	ections: We not the 1	rite a or Ø in the noun if possible. Ingular Subject bird has feather C forn is nutritic milk is white. flower is beauti	he blank before ts s. ious. iful. liquid.	Bivas ha	noun. Then w Plural Subject Ave feather	cts
Directors 1. 2. 3. 4. 5.	si A	rite a or Ø in the noun if possible. Ingular Subject bird has feather C forn is nutrition milk is white. If the flower is beautiful water is a clear	he blank beforets s. ious. iful. liquid.	Bivas ha	noun. Then w Plural Subject Ave feather	cts
Directors 1. 2. 3. 4. 5. 6.	si A	rite a or Ø in the noun if possible. Ingular Subject bird has feather C forn is nutriti milk is white. flower is beauti water is a clear horse is strong.	he blank befores. rs. iful. liquid. nsive.	Bivas ha	noun. Then w Plural Subject Ave feather	cts
Directors 1. 2. 3. 4. 5. 6.	si A	rite a or Ø in the noun if possible. Ingular Subject bird has feather C forn is nutritionally in the milk is white. If the control of the c	he blank before ts s. ious. iful. liquid. nsive. bubbles.	Bivas ha	noun. Then w Plural Subject Ave feather	cts
Directions 1. 2. 3. 4. 5. 6. 7. 8.	si A	rite a or Ø in the noun if possible. Ingular Subject bird has feather C ¢orn is nutritic milk is white. If the flower is beautiful water is a clear horse is strong, jewelry is experisoap produces shirt has sleeve	he blank before ts s. ious. iful. liquid. nsive. bubbles.	Bivas ha	noun. Then w Plural Subject Ave feather	cts

13. A: Did you lock _____ door?

	ete t	or specific statements. (Chart the sentences with the given nouns. thereal statements.	
1. flowers	a.	The flowers in that	vase are beautiful.
-		Flowers are be	
2. mountains	a.		are beautiful.
3. water	ว	consis	ts of hydrogen and oxygen
J. Water		I don't want to go swimming toda	
	0.	too cold.	10
4. information	a.		in today's newspaper is
		alarming.	
	b.	The Internet is a widely used sou	rce of
5. health	a.	i	s more important than money.
	b.	Doctors are concerned with	of their
		patients.	
6. <i>men</i>	a.	genera	ally have stronger muscles
women		than	
	b.	At the party last night,	sat on one side
		of the room, and	sat on the other.
7. problems	a.	Everyone has	·
	b.	Irene told me about	she had with her
		car yesterday.	
8. happiness	a.	I can't express	I felt when I
		heard the good news.	
	Ъ.	Everyone seeks	
9. vegetables	a.		are good for you.
	b.		
		night were overcooked.	
10. gold	a.	is a pr	ecious metal.
	b.	in Ma	ry's ring is 24 karats.

	1.	Please pass me	the	butter.			
	2.	ø	Bøutter is a	a dairy prod	luct.		
	4.		air is humic	d today.			^
	5.	A:	window	s are closec	i. Please ope	en them.	
		B: Okay.					
	6.		windows ar	re made of		glass.	
							of time and attention.
	8.	A: Frank, where	e are	c	hildren?		
		B: Next door a	t the Jacksor	ns'.			
	9.		paper is ma	ade from _		_ trees or o	ther plants.
							•
						ınd injured j	people.
		When I was in I					
		I'm studying					
						Some food	, such as
		fruit and	ve	egetables, co	omes directly	from	plants.
							m
		plants.					
	16.	I'm not very goo	od at keepin	g houseplar	nts alive		_ plants in my
		apartment have	to be tough.	. They surv	vive in spite c	of me.	
			_	·	•		
EXE	RCIS	E 23. Using THE	for secon	d mentior	n. (Chart 1	1-8)	
	Dir	rections: Write a/a	in, some, 0	r <i>the</i> in the	blanks.		
	1.	I hada	banai	na and	ay	apple. I gav	ve <u>the</u>
		banana to Mary	. I ate	the	apple.		
	^	T 1	1		44	1 7	ماله
	2.					apples. I g	gave <u>the</u>
		bananas to Mar	y. 1 ate	TNE	appies.		
	3.	I have	desk	and	be	ed in my roc	om

pen and	paper from Joe. I retu	urned p	en, but I used
	paper for my homework.		
A: What did	l you do last weekend?		
B: I went or Sunday.	n picnic Saturday a	and saw	movie
•	hove fund		
A: Did you B:	picnic was fun, but	movie was bor	ing.
Yesterday I s	aw dog and	cat	dog
was chasing	cat	cat was chasing	
mouse	mouse ran into	hole, but	
hole was ver	y small cat could	n't get into	hole, so i
ran up	tree c	log tried to climb	tre
too, but it co	ouldn't.		
. I bought	bag of flour and	sugar to make	
cookies	sugar was okay, but I	had to return	flour.
When I open	ned flour, I found	little bu	igs in it. I too
it back to th	e people at the store and showed th	nem litt	le bugs. They
gave me	new bag of flour.	new bag d	idn't have any
bugs in it.			
. Once upon a	time, princess fell	in love with	prince.
	princess wanted to marry	prince, who l	ived in
	distant land. She summoned _	messenge	er to take
	things to princ	e to show him her love.	
messenger to	ookjewels and	robe made o	f yellow and re
silk to	prince	princess anxiously await	ed
messenger's	return. She hoped that	prince would send h	ner
tokens of his	love. But when m	essenger returned, he bro	ought back
	jewels and bea	utiful silk robe that	
princess had	sent. Why? Why? she wondered. T	Then me	essenger told
her:	prince already had	wife	

	E 24. Summary: A/AN vs. Ø vs. THE. (Charts 11-1 → 11-8) **cections: Write a/an, Ø, or the in the blanks.
1.	I havea window in my bedroom. I keep it open at night because I likeø_
	fresh air. The window is above my bed.
2.	Kathy bought radio. She likes to listen to music when she studies.
	A: Would you please turn radio down? music is too loud. B: No problem.
4.	good book is friend for life.
5.	Last week I read book about life of Gandhi.
	A: Let's go swimming in lake today. B: That sounds like good idea.
	lake is a body of water that is smaller than sea but larger than pond ocean is larger than sea.
	During our vacation in Brazil, we walked along beach in front of our hotel and looked at ocean.
	water is essential to human life, but don't drink water in the Flat River. It'll kill you! pollution in that river is terrible.
	People can drink fresh water. They can't drink seawater because it contains salt.
11.	Ted, pass salt, please. And pepper. Thanks.
12.	different countries have different geography. Italy is located on peninsula. Japan is island nation.
13.	A: How did you get here? Did you walk? B: No, I took taxi.
14.	There are some wonderful small markets in my neighborhood. You can always get fresh fish at Mr. Rico's fish market.
15.	good food keeps us healthy and adds pleasure to our lives.

- 16. A: Well, are you ready to leave?
 - B: Anytime you are.
 - A: Let me take just one last sip of coffee. I've really enjoyed this meal.
 - B: I agree. _____ food was excellent—especially _____ fish. And _____ service was exceptionally good. Let's leave _____ waitress _____ good tip.
 - A: Yes, let's do that. I usually tip around fifteen percent, sometimes eighteen percent. Does that sound about right to you?
- 17. A: We're ready to go, kids. Get in ____ car.
 - B: Just a minute! We forgot something.
 - A: Marge, can you get _____ kids in ____ car, please?
 - B: Just a minute, Harry. They're coming.



18. In ancient times, people did not use _____ coins for money. Instead they used _____ shells, ____ beads, or ____ salt. The first coins were made around 2600 years ago. Today, most money is made from ____ paper. In the future, maybe we'll use only ____ plastic cards and there will be no paper money.

19.	A: Can I have	ve some money, Dad?			
	B: What for?	,			
	A: I want to	go to the movies with	my friends and	hang around	d the mall.
	B: What you	need is a job!	money doesn	't grow on _	trees, you know.
20.	A doctor cure	es sick people.	farm	er grows	crops
	architect desi	gns buildings.	artist	creates	new ways of
	looking at	world and	life.		
21.	eart	hquakes are ra	ire events in cer	ntral Africa.	
22.	My city expe	rienced eartho	luake recently.	I was riding	my bicycle when
	eart	hquake occurred	ground ber	neath me tre	mbled so hard that it
	shook me off	my bike.			
23.	A: I saw	good program on	TV last night.		
•	B: Oh? Wha	it was it?			
	A: It was	documentary ab	out wildlife in I	ndonesia. It	was really interesting.
	Did you s	see it too?			
	B: No, I wat	ched old mov	ie. It wasn't ver	ry good. I w	rish I'd known about
		documentary. I would	have watched it		
24.	mod	lern people, just like th	eir ancestors, ar	re curious at	oout universe.
	Where did _	moon come from	m? Does	life exist	on other planets?
	What is	star? How large is	univer	rse? How lo	ng will sun
	continue to b	urn?			
		w: using THE or Ø wi	th names. (C	hart 11-9)	
		lete with <i>the</i> or Ø.			
I :	would like to kr	10w more about			
		Amazon River.	6. 🔟	Au	istralia.
	2. Ø		7	M	ississippi River.
	3	Mexico City.	8	Re	ed Sea.
		Indian Ocean.			ike Michigan.
	5	Ural Mountains.	10	M	ount Fuji.

(a)	We met Ø Mr. Wang. I know Ø Doctor Smith. Ø President Rice has been in the news.	The is NOT used with titled names. INCORRECT: We met the Mr. Wang.
(b)	He lives in Ø Europe. Ø Asia is the largest continent. Have you ever been in Ø Africa?	The is NOT used with the names of continents. INCORRECT: He lives in the Europe.
(c)	He lives in Ø France. Ø Brazil is a large country. Have you ever been in Ø Thailand?	The is NOT used with the names of most countries. INCORRECT: He lives in the France.
(d)	He lives in the United States. The Netherlands is in Europe. Have you ever been in the Philippines?	The is used in the names of only a few countries, as in the examples. Others: the Czech Republic, the United Arab Emirates, the Dominican Republic.
(e)	He lives in Ø Paris. Ø New York is the largest city in the United States Have you ever been in Ø Istanbul?	The is NOT used with the names of cities. INCORRECT: He lives in the Paris.
(f)	The Nile River is long. They crossed the Pacific Ocean. The Yellow Sea is in Asia.	The is used with the names of rivers, oceans, and seas.
(g)	Chicago is on O Lake Michigan. O Lake Titicaca lies on the border between Peru and Bolivia.	The is NOT used with the names of lakes.
(h)	We hiked in the Alps. The Andes are in South America.	The is used with the names of mountain ranges.
(i)	He climbed Ø Mount Everest. Ø Mount Fuji is in Japan.	The is NOT used with the names of individual mountains.

	g THE or \emptyset with names. (Chart 11-9) mplete with <i>the</i> or \emptyset .
1 ø	Rome is in Italy.
2. The	Rhine River flows throughØ Germany.
3	Moscow is the capital of Russia.
4	Yangtze is a famous river.
5	Atlantic Ocean is smaller than Pacific.
6	Rocky Mountains are located in Canada and
United St	ates.
7	Doctor Anderson is a good physician.
8	Lake Victoria is located in Africa.

CAPITALIZE 1. The first word of a sentence	(a) W e saw a movie last night. It was very good.	Capitalize = use a big letter, not a small letter.
2. The names of people	(b) I met George Adams yesterday.	ı
3. Titles used with the names of people	(c) I saw D octor (D r.) Smith. Do you know P rofessor (P rof.) Alston?	COMPARE I saw a doctor. I saw Doctor Wilson.
4. Months, days, holidays	(d) I was born in A pril. Bob arrived last M onday. It snowed on T hanksgiving D ay.	NOTE: Seasons are not capitalized: spring, summer, fall/autumn, winter
5. The names of places: city state/province country continent	(e) He lives in Chicago. She was born in California. They are from M exico. Tibet is in A sia.	COMPARE She lives in a city. She lives in New York City.
ocean lake river desert mountain	They crossed the Atlantic Ocean. Chicago is on Lake Michigan. The Nile River flows north. The Sahara Desert is in Africa. We visited the Rocky Mountains.	COMPARE They crossed a river. They crossed the Yellow River.
school business	I go to the University of Florida. I work for the General Electric Company.	COMPARE I go to a university. I go to the University of Texas.
street building park, zoo	He lives on G rand A venue. We have class in R itter H all. I went jogging in F orest P ark.	COMPARE We went to a park. We went to Central Park.
6. The names of courses	(f) I'm taking Chemistry 101 this term.	COMPARE I'm reading a book about psychology. I'm taking Psychology 101 this term.
7. The titles of books, articles, movies	(g) Gone with the Wind The Old Man and the Sea	Capitalize the first word of a title. Capitalize all other words except articles (the, a/an), coordinating conjunctions (and, but, or), and short prepositions (with, in, at, etc.
8. The names of languages and nationalities	(h) She speaks S panish. We discussed J apanese customs.	Words that refer to the names of nations, nationalities, and languages are always capitalized.
9. The names of religions	(i) Buddism, Christianity, Hinduism, Islam, and Judaism are major religions in the world. Talal is a Moslem.	Words that refer to the names of religions are always capitalized.
10. The pronoun "I"	(j) Yesterday I fell off my bicycle.	The pronoun "I" is always capitalized.

☐ EXERCISE 27. Capitalization. (Chart 11-10)

Directions: Add capital letters where necessary.

Т

- 1. We're going to have a test next fuesday.
- 2. Do you know richard smith? he is a professor at this university.
- 3. I know that professor smith teaches at the university of arizona.
- 4. The nile river flows into the mediterranean sea.
- 5. John is a catholic. ali is a moslem.
- 6. Anna speaks french. she studied in france for two years.
- 7. I'm taking a history course this semester.
- 8. I'm taking modern european history 101 this semester.
- 9. We went to vancouver, british columbia, for our vacation last summer.
- 10. Venezuela is a spanish-speaking country.
- 11. Canada is in north america.*
- 12. Canada is north of the united states.
- 13. The sun rises in the east.
- 14. The mississippi river flows south.
- 15. The amazon is a river in south america.
- 16. We went to a zoo. We went to brookfield zoo in chicago.
- 17. The title of this book is fundamentals of english grammar.
- 18. I enjoy studying english grammar.
- 19. On valentine's day (february 14), sweethearts give each other presents.
- 20. I read a book entitled the cat and the mouse in my aunt's house.

^{*}When north, south, east, and west refer to the direction on a compass, they are not capitalized:

Japan is east of China.

When they are part of a geographical name, they are capitalized: Japan is in the Far East.

EXERCISE 28. Capitalization. (Chart 11-10)

Directions: Capitalize as necessary.

- (1) Jane goodall is a famous scientist. She became famous for her studies of chimpanzees in tanzania.
- (2) Even though she was born in the heart of london, england, as a child she was always fascinated by animals of all sorts. Her favorite books were the jungle book, by rudyard kipling, and books about tarzan, a fictional character who was raised by apes.
- (3) Her dream from childhood was to go to africa. After high school, she worked as a secretary and a waitress to earn enough money to go there. During that time, she took evening courses in journalism and english literature. One of her favorite poets was t. s. eliot. She saved every penny. She put her wages under the carpet in her mother's living room until she had enough money for passage to africa.
- (4) In the spring of 1957, she sailed through the red sea and southward down the african coast to mombasa in kenya. Her uncle had arranged a job for her in nairobi with a british company. When she was there, she met louis leakey, a famous anthropologist. Under his guidance she began her lifelong study of chimpanzees on the eastern shore of lake tanganyika.
- (5) Jane goodall lived alone in a tent near the lake. Through months and years of patience, she won the trust of the chimps and was able to observe them at close hand. Her observations changed forever how we view chimpanzees—and all other animals we share the world with as well.
- (6) As a young woman, jane couldn't afford to go to a university. She never received an undergraduate degree, but later in her life she received a Ph.D. from cambridge university and became a professor at stanford university. She has written several books. One of them is my friends, the wild chimpanzees. She works tirelessly on behalf of endangered species and in support of the humane treatment of animals in captivity.

☐ EXERCISE 29. Error analysis. (Chapter 11)

Directions: Correct the mistakes.

- 1. Lions are wild animal .
- 2. There are a lot of informations in that book.
- 3. The oil is a natural resource.
- 4. I was late because there were too many traffics.
- 5. I drank two waters.
- 6. Our teacher gives us too many homeworks.
- 7. Nadia knows a lot of vocabularies.
- 8. I had a egg for breakfast.
- 9. There is many kind of trees in the world.
- 10. I'm studying the english.
- 11. My cousin living in United State.
- 12. Only twelve student were in class yesterday.
- 13. I need some advices.
- 14. We all have a few problem in the life.
- 15. There were no job, and people didn't have much moneys.
- 16. I don't know anything about farm animals except for chicken.
- 17. When I am a children, my family had a big farm with the Horses.
- 18. I live with two friend. One is from the chile, and the other is from the Saudi Arabia.
- 19. I think the english is difficult language.
- 20. When people use a lot of slangs, I can't understand them.

12-1 ADJECTIVE CLAUSES: INTRODUCTION

man.

CONTENTS

(b) I met a famous

- 12-1 Adjective clauses: introduction
- 12-2 Using who and whom in adjective clauses
- 12-3 Using *who*, *who*(*m*), and *that* in adjective clauses
- 12-4 Using which and that in adjective clauses
- 12-5 Singular and plural verbs in adjective clauses
- 12-6 Using prepositions in adjective clauses

who is a famous poet.

adjective clause

who lives in Chicago.

12-7 Using whose in adjective clauses

ADJECTIVES	ADJECTIVE CLAUSES
An adjective modifies a noun. "Modify" means to change a little. An adjective describes or gives information about the noun. (See Chart 6-8, p. 166.)	An adjective clause* modifies a noun. It describes or gives information about a noun.
An adjective usually comes in front of a noun.	An adjective clause follows a noun.
(a) I met a kind man. adjective + noun adjective + noun	noun + adjective clause (c) I met a man who is kind to everybody. noun + adjective clause

(d) I met a man

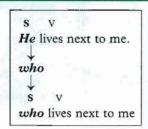
(e) I met a man

noun +

*GRAMMAR TERMINOLOGY	
 I met a man = an independen complete sentence. 	lause; it is a A clause is a structure that has a subject and a verb. There are two kinds of clauses: independent and
(2) He lives in Chicago = an inde complete sentence.	 An independent clause is a main clause and
(3) who lives in Chicago = a dep- NOT a complete sentence.	 A dependent clause cannot stand alone as a
(4) I met a man who lives in Chi independent clause + a dependent sentence.	clause

12-2 USING WHO AND WHOM IN ADJECTIVE CLAUSES

(a) The man is friendly.



In (a): He is a subject pronoun. He refers to "the man."

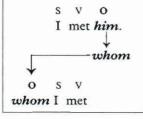
To make an adjective clause, change he to who. Who is a subject pronoun. Who refers to "the man."

In (b): An adjective clause immediately follows the noun it modifies.

INCORRECT: The man is friendly who lives next to me.

(b) The man who lives next to me is friendly.

(c) The man was friendly.



In (c): him is an object pronoun. Him refers to "the man."

To make an adjective clause, change him to whom.

Whom is an object pronoun.

Whom refers to "the man."

Whom comes at the beginning of an adjective clause.

In (d): An adjective clause immediately follows the noun it modifies.

INCORRECT: The man was friendly whom I met.

(d) The man whom I met was friendly.

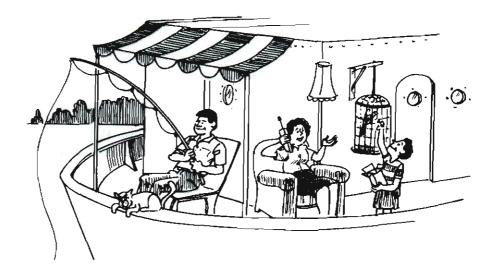
□ EXERCISE 1. Adjective clauses with WHO and WHOM. (Charts 12-1 and 12-2)

Directions: Combine the two sentences into one sentence. Make "b" an adjective clause. Use who or whom.

- 1. a. Do you know the people? b. They live in the white house.
 - → Do you know the people who live in the white house?
- 2. a. The woman gave me some information.
 - → The woman whom I called gave me some information.
- 3. a. The police officer was friendly.
- b. She gave me directions.
- 4. a. The waiter was friendly.
- b. He served us dinner.
- 5. a. The people were very nice. b. I met them at the party last night.
- 6. a. The people have three cars. b. They live next to me.
- 7. a. The man talked a lot.
- b. I met him on the plane.
- 8. a. The man talked a lot.
- b. He sat next to me.
- 9. a. Three women walked into my office. b. I didn't know them.
- 10. a. I talked to the women.
 - b. They walked into my office.

(ERCISE 2.	Adjective clo	auses with	WHO a	nd WHON	1. (Cha	rts 12-1	and 12-2)
Directio	ns: Complete the	he sentence	s with wi	ho or whor	n. Put p	parenthese	es around the
entire a	djective clause.	Identify th	ne subject	and verb	of the adj	jective cla	use.

- 1. The children (______ S ____ live down the street in the yellow house) are always polite.
- 2. The children (whom we watched in the park) were feeding ducks in a pond.
- 3. The people _____ we visited gave us tea and a light snack.
- 4. I know some people ______ live on a boat.



- 5. I talked to the woman _____ was sitting next to me. 6. I saw the people _____ were playing football at the park. 7. My mother is a person ______ I admire tremendously. 8. Marie and Luis Escobar still keep in touch with many of the students they met in their English class five years ago. 9. People ______ listen to very loud music may suffer gradual hearing loss. 10. At the supermarket yesterday, one of the store employees caught a man ______
- had put a beefsteak in his coat pocket and attempted to walk out without paying. 11. The couple _____ I invited to dinner at my home were two hours late. I
- thought that was very rude. They didn't call. They didn't have an excuse. They didn't apologize. I'll never invite them again.

EXERCISE 3. Adjective clauses with Windows: Insert who where it is need	
who 1. The man $_{\wedge}$ answered the phone v	was polite.
2. I liked the people sat next to us a	at the soccer game.
3. People paint houses for a living a	re called house painters.
4. I'm uncomfortable around marri	ed couples argue all the time.
5. While I was waiting at the bus sto conversation with me about my e	op, I stood next to an elderly gentleman started a educational plans.
Directions: Complete the sentences in Consult your dictionary if necessary.	Column A with the adjective clauses in Column B.
Example: A Bostonian is someone \rightarrow A Bostonian is someone w	
Column A	Column B
1. A Bostonian is someone	A. who has trouble sleeping.
2. A pilot is a person	B. who seeks to overthrow the government.
3. A procrastinator is someone	
4. A botanist is a scientist	D. who studies weather phenomena.
5. An insomniac is somebody	✓E. who lives in Boston.
6. A revolutionary is someone	F. who hates people.
7. A misanthrope is a person	G. who always puts off doing things.
8. A meteorologist is a person	H. who knows a lot about a little and
9. A jack-of-all-trades is someone.	a little about a lot.
An expert can be defined as a person	I. who has many skills.J. who studies plants.
EXERCISE 5. Adjective clauses with W Directions: Complete the sentences w necessary.	HO. (Charts 12-1 and 12-2) with your own words. Consult your dictionary if
1. A baker is a person who ma	kes bread, cakes, pies, etc.
2. A mechanic is someone who	
3. A bartender is a person who	
4. A philatelist is someone who	
5. A spendthrift is somebody who .	
6. An astronomer is a scientist who	• • • •
7. A carpenter is a person who	
8. A miser is someone who	

12-3 USING WHO, WHO(M), AND THAT IN ADJECTIVE **CLAUSES** In addition to who, that can be used as the subject lives next to me. of an adjective clause. (a) The man is friendly. He (b) and (c) have the same meaning. who A subject pronoun cannot be omitted: that INCORRECT: The man lives next to me is friendly. CORRECT: The man who/that lives next to me is (b) The man who lives next to me is friendly. friendly. (c) The man that lives next to me is friendly. In addition to who(m),* that can be used as the (d) The man was friendly. I met 0 object in an adjective clause. (e) and (f) have the same meaning. him. An object pronoun can be omitted from an adjective whom clause. (e), (f), and (g) have the same meaning. that In (g): The symbol "O" means "nothing goes here." o s v (e) The man who(m)I met was friendly. (f) The man that I met was friendly. (g) The man I met was friendly.

Dir		WHO, WHO(M), and THAT. (Chart 12-using who, who(m), and that. Write \emptyset	
1.	The womanwho(m) / +	hat /Ø I met last night was interestin	ıg.
2.	The man who / that	answered the phone was polite.	
3.	The people	_ Nadia is visiting live on Elm Street.	
4.	The students	came to class late missed the quiz.	
5.	The man	married my mother is now my stepfather.	
6.	The man	my mother married is now my stepfather.	
7.	Do you know the boy	is talking to Anita?	
8.	I've become good friends with	several of the people	I met in my
	English class last year.		
9.	The woman	I saw in the park was feeding the pigeo	ns.
10.	The woman	was feeding the pigeons had a sackful of	of bread
	crumbs.		

^{*}The parentheses around the "m" in who(m) indicate that (especially in everyday conversation) who is often used as an object pronoun instead of the more formal whom.

12-4 USING WHICH AND THAT IN ADJECTIVE CLAUSES Who and whom refer to people. Which refers to things. That can refer to either (a) The river is polluted. It flows through the town. people or things. which In (a): To make an adjective clause, change it to which or that. It, which, and that that all refer to a thing (the river). (b) and (c) have the same meaning. (b) The river which flows through the town is polluted. When which and that are used as the (c) The river that flows through the town is polluted. subject of an adjective clause, they CANNOT be omitted. INCORRECT: The river flows through town is polluted. Which or that can be used as an object in o an adjective clause, as in (e) and (f). (d) The books were expensive. I bought them. An object pronoun can be omitted from an adjective clause, as in (g). which (e), (f), and (g) have the same meaning. that o (e) The books which I bought were expensive. (f) The books that I bought were expensive. (g) The books I bought were expensive.

■ EXERCISE 7. Adjective clauses with WHO, WHO(M), WHICH, and THAT. (Charts 12-3 and 12-4)

Directions: Combine the two sentences into one sentence. Make "b" an adjective clause. Give all the possible forms.

- 1. a. The pill made me sleepy. b. I took it.
 - \rightarrow The pill which I took made me sleepy.
 - \rightarrow The pill that I took made me sleepy.
 - \rightarrow The pill \emptyset I took made me sleepy.
- 2. a. The soup was too salty. b. I had it for lunch.
- 3. a. I have a class. b. It begins at 8:00 A.M.
- 4. a. I know a man. b. He doesn't have to work for a living.
- 5. a. The information helped me a lot. b. I found it on the Internet.
- 6. a. The people waved at us. b. We saw them on the bridge.
- 7. a. My daughter asked me a question. b. I couldn't answer it.

- 8. a. The woman predicted my future.
 - b. She read my palm.
- 9. a. Where can I catch the bus?
 - b. It goes downtown.
- 10. a. All of the people can come.
 - b. I asked them to my party.



EXERCISE 8. Adjective clauses with WHO and THAT. (Charts 12-3 and 12-4)

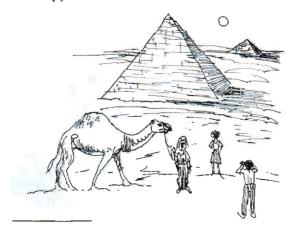
Directions: Complete the definitions that begin in Column A with the information given in Column B. Use adjective clauses with who or that in the definitions.* Consult your dictionary if necessary.

Example: A hammer is a tool

 \rightarrow A hammer is a tool that is used to pound nails.

Column A

- 1. A hammer is a tool
- 2. A barometer is an instrument
- 3. Plastic is a synthetic material
- 4. An architect is someone
- 5. A puzzle is a problem
- 6. A vegetarian is a person
- 7. Steam is a gas
- 8. A turtle is an animal
- 9. A hermit is a person
- 10. A pyramid is a structure



Column B

- A. She or he leaves society and lives completely alone.
- ✓B. It is used to pound nails.
- C. It forms when water boils.
- D. It is square at the bottom and has four sides that come together in a point at the top.
- E. He (or she) designs buildings.
- F. It measures air pressure.
- G. It can be shaped and hardened to form many useful things.
- H. It is difficult to solve.
- I. He or she doesn't eat meat.
- I. It has a hard shell and can live in water or on land.

- who is more commonly used than that (A doctor is someone who takes care of sick people);
- that is more commonly used than which (A pencil is an instrument that is used for writing).
- (2) Object pronouns are usually omitted.

^{*}NOTE: In usual usage, one pattern is often favored over another.

⁽¹⁾ As subject pronouns:

■ EXERCISE 9. Adjective clauses. (Charts 12-1 → 12-3)

Directions: In groups or pairs, provide definitions for the words listed below. Consult your dictionaries if necessary.

Example: A telephone directory is a book

- \rightarrow A telephone directory is a book that lists telephone numbers.
- 1. A dictionary is a book
- 2. A nurse is someone
- 3. Birds are creatures
- 4. A key is a piece of metal
- 5. A prisoner is a person
- 6. A giraffe is an animal
- 7. Photographers are people
- 8. A hero is a person
- 9. An adjective is a word
- 10. A friend is a person

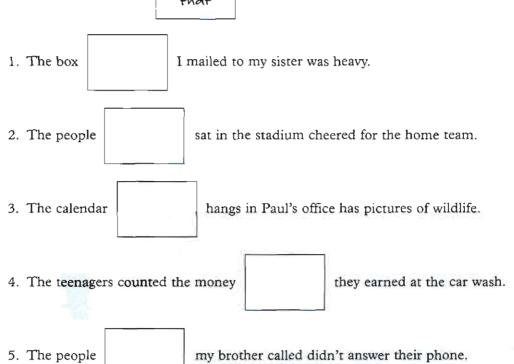
☐ EXERCISE 10. Object pronouns in adjective clauses. (Charts 12-3 and 12-4)

Directions: Cross out the incorrect pronouns in the adjective clauses.

- 1. The books I bought them at the bookstore were expensive.
- 2. I like the shirt you wore it to class yesterday.
- 3. Amanda Jones is a person I would like you to meet her.
- 4. The apartment we wanted to rent it had two bedrooms.
- 5. My wife and I are really enjoying the TV set that we bought it for ourselves last week.
- 6. The woman you met her at Aunt Martha's house is a pharmacist.
- 7. Anna has a cat that it likes to catch birds.
- 8. The birds that Anna's cat catches them are very frightened.
- Yesterday, Anna rescued a bird that the cat had brought it into the house. When she set it free, it flew away quickly.



EXERCISE 11. Adjective clauses with WHO, WHO(M), WHICH, THAT, and Ø. (Charts 12-3 and 12-4) Directions: Write the pronouns that can be used to connect the adjective clauses to the main clause: who, who(m), which, or that. Also write Ø if the pronoun can be omitted. who fired Tom is a difficult person to work for. Example: The manager that



- 6. The tree branch was lying in the street was a hazard to motorists.
- ☐ EXERCISE 12. Identifying adjective clauses. (Charts 12-3 and 12-4) Directions: Underline the adjective clause. Circle the noun it modifies.
 - 1. I lost the (scarf) I borrowed from my roommate.
 - 2. The food we ate at the sidewalk cafe was delicious.
 - 3. A storekeeper is a person who owns or operates a store.
 - 4. The bus I take to school every morning is usually very crowded.
 - 5. Pízza that is sold by the piece is a popular lunch in many cities and towns throughout the world.

- 6. Two hundred years ago, people on ships and in coastal towns greatly feared the pirates who sailed the South China Sea and the Gulf of Thailand.
- 7. The earth receives less than one-billionth of the enormous amount of heat the sun produces. The rest of the sun's energy disappears into outer space.
- 8. Piranhas are dangerous fish that can tear the flesh off an animal as large as a horse in a few minutes.
- 9. The heart of education is in a culture's literature. People who read gain not only knowledge but also pleasure. A person who does not read is no better off than a person who cannot read.
- 10. Cedar waxwings are gray-brown birds that live in most parts of North America. If you see a crested bird that is a little larger than a sparrow and has a band of yellow across the end of its tail, it may be a cedar waxwing.

■ EXERCISE 13. Review: adjective clauses. (Charts 12-1 → 12-4)

Directions: Answer the questions in complete sentences. Use any appropriate pattern of adjective clause. Use the with the noun that is modified by the adjective clause.

- 1. One phone wasn't ringing.
 - The other phone was ringing.

OUESTION: Which phone did Sam answer?

→ Sam answered the phone that was ringing.

OUESTION: Which phone didn't he answer?

+ He didn't answer the phone that wasn't ringing.

- 2. We ate some food from our garden.
 - · We ate some food at a restaurant.

QUESTION: Which food was expensive?

 \rightarrow **The** food we ate

QUESTION: Which food wasn't expensive?

- 3. One student raised her hand in class.
 - Another student sat quietly in his seat.

QUESTIONS: One of them asked the teacher a question. Which one? Which one didn't ask the teacher a question?

4. • One girl won the foot race.

• The other girl lost the foot race.

QUESTIONS: Which girl is happy? Which girl isn't happy?



- 5. One man was sleeping.
 - Another man was listening to the radio.

QUESTIONS: One of the men heard the news bulletin about the earthquake in China. Which one did? Which one didn't?

- 6. One person bought a (make of car).
 - Another person bought a (make of car).

QUESTION: Which person probably spent more money than the other?

- 7. Amanda bought some canned vegetables at a supermarket.
 - Tom picked some fresh vegetables from his grandfather's garden.

QUESTION: Which vegetables probably tasted fresher than the others?

- 8. One young musician practiced hours and hours every day.
 - The other young musician had a regular job and practiced only in the evenings and on the weekends.

QUESTIONS: Which musician showed a great deal of improvement during the course of a year? Which one didn't show as much improvement?

- One city provides clean water and a modern sewer system for its citizens.
 - Another city uses its rivers and streams as both a source of water and a sewer.

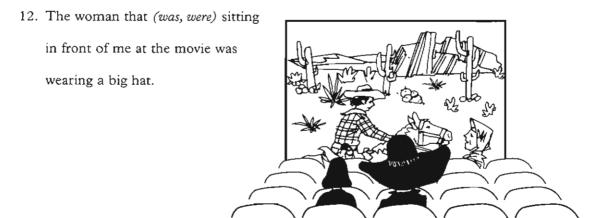
QUESTIONS: Which city has a high death rate from infectious diseases such as typhoid and cholera? Which one doesn't?

12-5 SINGULAR AND PLURA CLAUSES	L VERBS IN ADJECTIVE
(a) I know the man who is sitting over there.	In (a): The verb in the adjective clause (is) is singular because who refers to a singular noun, man.
(b) I know the people who are sitting over there.	In (b): The verb in the adjective clause (are) is plural because who refers to a plural noun, people.

■ EXERCISE 14. Subject-verb agreement in adjective clauses. (Chart 12-5)

Directions: Circle the correct word in parentheses. Underline the noun that determines whether the verb should be singular or plural.

- 1. A saw is a tool that ((is,) are) used to cut wood.
- 2. Hammers are tools that (is, are) used to pound nails.
- 3. I recently met a woman who (live, lives) in Montreal.
- 4. Most of the people who (live, lives) in Montreal speak French as their first language.
- 5. I have a cousin who (works, work) as a coal miner.
- 6. Some coal miners who (works, work) underground suffer from lung disease.
- 7. A professional athlete who (play, plays) tennis is called a tennis pro.
- 8. Professional athletes who (play, plays) tennis for a living can make a lot of money.
- 9. Biographies are books which (tells, tell) the stories of people's lives.
- 10. A book that (tells, tell) the story of a person's life is called a biography.
- 11. I talked to the men who (was, were) sitting near me.



(a) The man w	PREP ras helpful. I talked to	Obj. him.	Whom , which , and that can be used as the object of a preposition in an adjective clause.
(b) The man	Obj. PREP whom I talked to that I talked to	was helpful.	REMINDER: An object pronoun can be omitted from an adjective clause, as in (d) and (i).
(d) The man	Ø I talked to	was helpful.	In very formal English, a preposition comes at the beginning of an adjective clause, as in (e) and (j). The preposition is followed by
(e) The man	PREP Obj. to whom I talked	was helpful.	either whom or which (not that or who), and the pronoun CANNOT be omitted.
(f) The chair i	PREP s hard. I am sitting in	Obj. it.	(b), (c), (d), and (e) have the same meaning.
	Obi. PREP		(g), (h), (i), and (j) have the same meaning
(g) The chair	which I am sitting in	is hard.	
(h) The chair	that I am sitting in	is hard.	
(i) The chair	Ø I am sitting in	is hard.	
	PREP Obj.		
(j) The chair	in which I am sitting	is hard.	

■ EXERCISE 15. Prepositions in adjective clauses. (Chart 12-6)

Directions: Combine the two sentences in each pair. Use "b" as an adjective clause. Give all the possible forms of the adjective clauses, and underline them.

- 1. a. The movie was interesting. b. We went to it.
 - The movie which we went to was interesting.
 - The movie that we went to was interesting.
 - The movie @ we went to was interesting.
 - The movie to which we went was interesting.
- 2. a. The man is over there. b. I told you **about** him.
- 3. a. The woman pays me a fair salary. b. I work **for** her.
- 4. a. Alicia likes the family. b. She is living with them.
- 5. a. The picture is beautiful. b. Tom is looking at it.
- 6. a. I enjoyed the music. b. We listened to it after dinner.

Dir	E 16. Prepositions in adjective clauses. (Chart 12-6) ections: Add an appropriate preposition to each sentence.* Draw parentheses around adjective clause.	
1.	I spoke to a person. The person (I spoke to) was friendly.	
2.	We went a movie. The movie we went was very good.	
3.	We stayed a motel. The motel we stayed was clean and comfortable.	
4.	We listened a new CD. I enjoyed the new CD we listened	
5.	Sally was waiting a person. The person Sally was waiting never came.	
6.	I talked a man. The man whom I talked was helpful.	
7.	I never found the book that I was looking	
8.	The bank I borrowed money charges high interest on its loans.	
9.	The news article we talked in class concerned a peace conference.	
10.	One of the subjects I've been interested for a long time is global economics.	
11.	The interviewer wanted to know the name of the college I had graduated	
12.	Oscar likes the Canadian family whom he is living.	
13.	The man I was staring started to stare back at me.	
14.	Organic chemistry is a subject that I'm not familiar	
15.	My sister and I have the same ideas about almost everything. She is the one person whom I almost always agree.	
16.	The person whom you speak at the airline counter will ask to see your passport and ticket.	
17.	What's the name of the person you introduced me at the restaurant last night? I've already forgotten.	
18.	My father is someone I've always been able to depend when I need advice or help.	
19.	Look. The sailor you waved is walking toward us. Now what are you going to say?	
20.	Your building supervisor is the person whom you should complain if you have any problems with your apartment.	

^{*}See Appendix 2, p. 463, for a list of preposition combinations.

■ EXERCISE 17. Review: adjective clauses. (Charts 12-1 → 12-6)

Directions: Work in pairs.

Speaker A: Read the cue aloud to your partner.

Speaker B: Combine the sentences, using the second sentence as an adjective clause. Practice omitting the object pronoun (whom, which, that). Look at your book only if necessary.

Speaker A: If Speaker B's information is correct, respond with "yes" and repeat the information.

Example:

SPEAKER A: The taxi was expensive. I took it to the airport.

SPEAKER B: The taxi **you** took to the airport was expensive.

SPEAKER A: Yes. The taxi I took to the airport was expensive.

- 1. The plane leaves at 7:08 P.M. I'm taking it to Denver.
- 2. The university is in New York. I want to go to it.
- 3. I met the people. You told me about them.
- 4. The bananas were too ripe. My husband/wife bought them.
- 5. The shirt/blouse is made of cotton. The teacher is wearing it.
- 6. The market has fresh vegetables. I usually go to it.

Switch roles.

- 7. I couldn't understand the woman. I talked to her on the phone.
- 8. The scrambled eggs were cold. I had them for breakfast at the cafeteria.
- 9. I had a good time on the trip. I took it to Hawaii.
- 10. The doctor prescribed some medicine for my sore throat. I went to him yesterday.
- 11. The cream was spoiled. I put it in my coffee.
- 12. The fast-forward button on the tape recorder doesn't work. I bought it last month.
- 13. I'm going to call about the want ad. I saw it in last night's paper.

■ EXERCISE 18. Review: adjective clauses. (Charts 12-1 → 12-6)

Directions: <u>Underline</u> the adjective clauses in the following passages. Circle the nouns that the adjective clauses modify.

- 1. Frogs are small, tailless (animals) that live near water.
- 2. Flowers that bloom year after year are called perennials. Flowers that bloom only one season are called annuals.
- 3. Flamingos are large pink birds that have long legs and curved bills.
- 4. A fossil is the remains of an animal or plant that lived in the past.

- 5. A: Who's that boy?
 - B: Which boy? Are you talking about the boy who's wearing the striped shirt or the boy who has on the T-shirt?
 - A: I'm not talking about either one of them. I'm talking about the boy who just waved at us. Look. Over there. Do you see the kid that has the red baseball cap?
 - B: Sure. I know him. That's Al Jordan's kid. His name is Josh or Jake or Jason. Nice kid. Did you wave back?
- 6. Hiroki is from Japan. When he was sixteen, he spent four months in South America. He stayed with a family who lived near Quito, Ecuador. Their way of life was very different from his. At first, many of the things they did and said seemed strange to Hiroki: their eating customs, political views, ways of expressing emotion, work habits, sense of humor, and more. He felt homesick for people who were like him in their customs and habits.

As time went on, Hiroki began to appreciate the way of life that his host family followed. Many of the things he did with his host family began to feel natural to him. He developed a strong bond of friendship with them. At the beginning of his stay in Ecuador, he had noticed only the things that were different between his host family and himself. At the end, he appreciated the many things they had in common as human beings despite their differences in cultural background.

7. Many of the problems that exist today have existed since the beginning of recorded history. One of these problems is violent conflict between people who come from different geographical areas or cultural backgrounds. One group may distrust and fear another group of people who are different from themselves in language, customs, politics, religion, and/or appearance. These irrational fears are the source of much of the violence that has occurred throughout the history of the world.

12-7 USING WHOSE IN ADJECTIVE CLAUSES Whose* shows possession. (a) The man called the police. His car was stolen. In (a): His car can be changed to whose car to make an adjective clause. whose car In (b): whose car was stolen = an adjective clause. (b) The man whose car was stolen called the police. In (c): Her brother can be changed to whose (c) I know a girl. Her brother is a movie star. brother to make an adjective clause. whose brother (d) I know a girl whose brother is a movie star. In (e): Their house can be changed to whose (e) The people were friendly. We bought their house. house to make an adjective clause. whose house (f) The people whose house we bought were friendly.

☐ EXERCISE 19. WHOSE in adjective clauses. (Chart 12-7)

Directions: Combine the two sentences into one sentence. Make "b" an adjective clause. Use whose.

SITUATION: You and your friend are at a party. You are telling your friend about the people at the party.



- 1. a. There is the man. b. His car was stolen. → There is the man whose car was stolen.
- 2. a. There is the woman. b. Her cat died.
- 3. a. Over there is the man. b. His daughter is in my English class.
- 4. a. Over there is the woman. b. You met her husband yesterday.
- 5. a. There is the professor. b. I'm taking her course.
- 6. a. That is the man. b. His daughter is an astronaut.

^{*}Whose and who's have the same pronunciation but NOT the same meaning. Who's = who is: Who's (Who is) your teacher?

- 7. a. That is the girl. b. I borrowed her camera.
- 8. a. There is the boy. b. His mother is a famous musician.
- 9. a. They are the people. b. We visited their house last month.
- 10. a. That is the couple. b. Their apartment was burglarized.

EXERCISE 20. WHOSE in adjective clauses. (Chart 12-7)

Directions: Work in pairs.

Speaker A: Read the cue aloud.

Speaker B: Combine the sentences. Use *whose*. Look at your book only if necessary. Speaker A: If Speaker B's information is correct, say "yes" and repeat the sentence.

Example:

SPEAKER A: The people were very kind. I stayed at their house.

SPEAKER B: The people whose house you stayed at were very kind.

SPEAKER A: Yes, the people whose house I stayed at were very kind.

- 1. The man called the police. His car was stolen.
- 2. The woman was sad. Her cat died.
- 3. The man is friendly. His daughter is in my English class.
- 4. The professor gives hard tests. I'm taking her course.
- 5. The man is very proud. His daughter is an astronaut.
- 6. The girl is a good friend of mine. I borrowed her camera.
- 7. The people were very nice. I visited their house.

Switch roles.

expensive.

- 8. I have a friend. Her brother is a police officer.
- 9. I have a neighbor. His dog barks all day long.
- 10. I like the people. We went to their house.
- 11. I thanked the woman. I borrowed her dictionary.
- 12. The woman shouted "Stop! Thief!" Her purse was stolen.
- 13. The man is famous. His picture is in the newspaper.
- 14. I know a girl. Her family never eats dinner together.

Directions: Which whose, and/or Ø?	of the following can be us	Chapter 12) ed in the blanks: who, who(m), which, that,
1. The people	who/that	moved into town are Italian.
2. The lamp	which / that / Ø	I bought downtown is beautiful but quite

3. Everyone _____ came to the audition got a part in the play.

4.	Ms. Laura Rice is the teacher	class I enjoy most.
5.	Flowers	grow in tropical climates usually have vibrant
	colors.	
6.	The man	I found in the doorway had collapsed from
	exhaustion.	
7.	I like the people with	I work.
8.	I have a friend	father is a famous artist.
9.	The camera	I bought has a zoom lens.
10.	Students	_ have part-time jobs have to budget their time
	very carefully.	
11.	The person to	you should send your application is the
	Director of Admissions.	
12.	Flying squirrels	live in tropical rainforests stay in the
	trees their entire lives without ever touc	ching the ground.
13.	The people	window I broke got really angry.



14. Monkeys will eat eggs, grass, fruit, birds, snakes, insects, nuts, flowers, leaves, and frogs. Monkeys will eat almost anything ______ they can find.

1	5. A:	A magazine	I read at the doctor's office	ce had an
		article	you ought to read. It's about t	he
		importance of exercise in dealin	g with stress.	
	B:	Why do you think I should read	an article	deals
		with exercise and stress?		
	A:	If you stop and think for a minu	ite, you can answer that question yours	self. You're
		under a lot of stress, and you do	on't get any exercise.	
	B:	The stress	I have at work doesn't both	ner me. It's
		just a normal part of my job. A	nd I don't have time to exercise.	
	A:	Well, you should make time. Ar	nyone	job is as
		stressful as yours should make p	hysical exercise part of their daily rout	ine.
<i>1</i> I	D <i>irecti</i> (you		om full of people. You know everyone who these people are. Write your descr	
A		egin your composition with: I'm g who are here. The woman who	glad you came to the party. Let me tell yo	ou about the
1	Directi	3. Review: adjective clauses ons: Work in pairs, in groups, or ser A: Write the main sentence or refer to. Give the cue.		Speaker B to
\$	Speak	er B: Use Speaker A's information	n to add an adjective clause to the mai	in sentence.
1	PART I	. MAIN SENTENCE: The man wa	s nice.	
1	Examp	ble:		
		ER A: I met him yesterday.		
		ER B: The man (whom/that/ Ø) y		
		e helped me yesterday.	9. () went to a movie with him	
		poke to him on the phone.	10. He gave me directions to the pos	st office.
		called him.	11. () roomed with him.	
		e answered the phone.	12. He visited our class yesterday.	
		ntroduced you to him.	13. We visited his house.	
		and dinner with him last week.	14. He helped us at the hardware sto	ore.
		e opened the door for me.	15. I borrowed his pen.	
	8. It	old you about him.	I met him at the party last night.	,

PAI	RT II. MAIN SENTENCE: Do you kno	w th	e woman?	
Ex	ample:			
SPE	EAKER A: She is standing over there.			
SPE	EAKER B: Do you know the woman	who/t	hat is standing over there?	
1.	() is talking to her.	6.	Her apartment was burglarize	ed.
2.	Her car was stolen.	7.	She works in that office.	
3.	() is going to marry her.	8.	She is sitting over there.	
4.	() is talking about her.	9.	My brother is engaged to her	
5.	She is waving at us.	10.	Her son was arrested by the p	oolice.
PAI	RT III. MAIN SENTENCE (written on th	he boo	erd): The movie was good.	
Ex	ample:			
SPE	EAKER A: I saw it yesterday.			
SPF	EAKER B: The movie which/that you	saw	yesterday was good.	
1.	I went to it.	4.	It was playing at (name of a lo	cal theater).
2.	I watched it on TV last night.		() saw it.	
3.	() told me about it.	6.	It starred (name of an actor/ac	tress).
Dii	Their specialty is heart surgery. James chose the color of paint for he is mouth was big enough to swalle You drink it. It erupted in Indonesia recently. His son was in an accident. They lived in the jungles of Souther They have been used countless tim I slept on it in a hotel last night.	n the n the his becow a r	list to complete the sentences to adjective clause if possible. droom walls. whole cow in one gulp.	ising adjective
1.	The color of paint	hose	for his bedroom walls	was
	an unusual blue.			
2.	The man			called an
	ambulance.			
3.	My back hurts today. The mattress	S		
	was too soft.			
4.	A volcano			killed six
	people and damaged large areas of			

5.	Doctors and nurses	
	are some of the best-trained medical personnel in the world.	
6.	Early human beings hunted animals for food, including chickens.	Originally, chickens
	were wild birds	At
	some point in time, humans learned how to domesticate them and	d raise them for food.
7.	In prehistoric times, there was a dinosaur	
8.	Every glass of water	
	· · · · · · · · · · · · · · · · · · ·	

☐ EXERCISE 25. Review: adjective clauses. (Chapter 12)

Directions: <u>Underline</u> the adjective clauses in the following passage. Circle the noun that each adjective clause modifies. Work in pairs or groups.

There are ten adjective clauses in the passage (including the one in the first sentence). Can your team find all of them?

- (1) Parents are people who provide love, care, and education for children. Parents may be defined as the principal people who raise a child. These people may or may not have physically produced the child. Many children are brought up by relatives or other caring adults when their biological parents, through death, disability, or uncontrollable circumstances, are not present to care for them. The role of any parents, biological or not, is to take care of their children's emotional, physical, and social needs.
- (2) Children need love and affection to grow strong emotionally. It is important for all children to have at least one adult with whom they can form a loving, trusting relationship. A strong bond with adults is essential from birth through adolescence. For example, babies who are not picked up frequently and held lovingly may have slow physical and mental growth even though they receive adequate food and exercise. Youngsters who are raised in an institution without bonding with an older person who functions as a parent often have difficulty forming trusting relationships when they are adults.

- (3) In addition to love, children need physical care. Babies are completely dependent upon adults for food, shelter, and safety. Children who are denied such basics in their early lives may suffer chronic health problems and feelings of insecurity throughout their lifetimes. One of the greatest responsibilities that parents have is to provide for the physical well-being of their children.
- (4) Children's education is also the responsibility of the parents. Girls and boys must learn to speak, dress themselves, eat properly, and get along with others. They must learn not to touch fire, to look carefully before they cross the street, and not to use

violence to solve problems. The lessons that parents teach their children are numerous. As children get older and enter school, teachers join parents in providing the education that young people need in order to become independent, productive members of society.

	EXERCISE 26.	Adjective	clauses.	(Chapter	12)
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Directions: <u>Underline</u> the adjective clause and complete each sentence with your own words.

1.	One of the things I like bestis* hot and spicy food.
2.	One of the places I want to visit someday
3.	One of the people I admire most in the world
4.	Some of the cities I would like to visit
5.	Some of the places I hope to visit someday
6.	One of the cities I would like to visit while I'm in this country
7.	One of the programs my roommate likes to watch on TV
8.	One of the subjects I would like to know more about
9.	Some of the things I like most in life
10.	One of the best books I've ever read
11.	One of the hardest classes I've ever taken

12. One of the most fascinating people I've ever met

^{*}One of the + plural noun (+ adjective clause) + singular verb. Some of the + plural noun (+ adjective clause) + plural verb.

EXERCISE 27. Written: adjective clauses. (Cha <i>Directions:</i> Complete the sentences with your of	
 My friend told me about a man who I have a friend whose I returned the book that The person who The people I The movie we 	 7. The people whose 8. Do you know the woman that? 9. The book I 10. The person to whom 11. One of the places I 12. Some of the things I
■ EXERCISE 28. Error analysis: adjective clauses Directions: Correct the mistakes.	c. (Chapter 12)
1. The book that I bought if at the bookstore	e was very expensive.
2. The woman was nice that I met yesterday.	
3. The people which live next to me are frien	adly.
4. I met a woman who her husband is a famo	ous lawyer.
5. Do you know the people who lives in that	house?
6. The professor teaches Chemistry 101 is ve	ery good.
7. I wrote a thank-you note to the people who	to I visited their house on Thanksgiving Day.
8. The people who I met them at the party la	ast night were interesting.
9. I enjoyed the music that we listened to it.	
10. The man was very angry who's bicycle was	s stolen.
11. A clock is an instrument measures time.	
12. The apple tree is producing fruit that we p	planted it last year.
13. Before I came here, I don't have the oppor	rtunity to speak to people who their native
tongue is English.	
14. One of the thing I need to get a new alarm	n clock.

15. The people who was waiting in line for tickets to the game they were happy and excited because their team had made it to the championship series.

■ EXERCISE 29. Adjective clauses. (Chapter 12)

Directions: Discuss one or more of the following topics in groups or as a class. Practice using adjective clauses in your sentences as much as possible (but not every sentence needs to have an adjective clause).

Example:

- SPEAKER A: What are the qualities of a friend?
- SPEAKER B: A friend is someone you can depend on in times of trouble.
- SPEAKER C: A friend is a person who accepts you as you are.
- SPEAKER D: Friends don't talk about you behind your back.
- SPEAKER E: I agree. A friend is someone you can trust with secrets.
- SPEAKER F: Etc.
- 1. What is your idea of the ideal roommate?

 (Suggested beginning: An ideal roommate is someone who)
- 2. What kind of people make good leaders? (Good leaders are people who)
- 3. What are the qualities of a good neighbor?

 (A good neighbor is a person who)
- 4. What kind of people make good parents? (People who)
- 5. What is your idea of the ideal classroom? (Students need a classroom that)
- 6. What are the qualities of a good boss and a bad boss? (A good boss is someone who . . . , but a bad boss)

☐ EXERCISE 30. Adjective clauses. (Chapter 12)

Directions: Write a few sentences on one (or more) of the topics in Exercise 29 and/or the following topics. Practice using adjective clauses in some of your sentences.

Additional topics:

- 1. The qualities of the ideal wife/husband.
- 2. The qualities of the ideal apartment.
- 3. The qualities of a good student.
- 4. The qualities of a good teacher.
- 5. The qualities of a good novel.

CHAPTER 13 Gerunds and Infinitives

CONTENTS		
13-1 Verb + gerund 13-2 Go + -ing	13-6	Using by and with to express how something is done
13-3 Verb + infinitive	13-7	Using gerunds as subjects: using it + infinitive
13-4 Verb + gerund or infinitive	13-8	<pre>It + infinitive: using for (someone)</pre>
13-5 Preposition + gerund	13-9	Expressing purpose with in order to and for
	13-10	Using infinitives with too and enough

	rund <i>lking</i> in the park.	A gerund is the -ing form of a verb. It is used as a noun. In (a): walking is a gerund. It is used as the object of the verb enjoy.
common verbs for enjoy (b) finish (c) stop (d) quit (e) mind (f) postpone (g) put off (h) keep (on) (i) consider (j) think about (k) discuss (l) talk about (money)	Ann finished studying at midnight. It stopped raining a few minutes ago. David quit smoking. Would you mind opening the window? I postponed doing my homework. I put off doing my homework. Keep (on) working. Don't stop. I'm considering going to Hawaii. I'm thinking about going to Hawaii. They discussed getting a new car.	The verbs in the list are followed by gerunds. The list also contains phrasal verbs (e.g., put off) that are followed by gerunds. The verbs in the list are NOT followed by to + the simple form of a verb (an infinitive). INCORRECT: I enjoy to walk in the park. INCORRECT: Bob finished to study. INCORRECT: I'm thinking to go to Hawaii. See Chart 2-5, p. 29, for the spelling of -ing verb forms.

Dir	E 1. Verb + gerund. (Chart 13-1) rections: Complete the sentences by using gressary.	erunds. Add a preposition	n after the gerund if
1.	It was cold and rainy yesterday, so we pos zoo.	tponed <u>going to / v</u>	isiting the
2.	The Porters' house is too small. They're continuously into /venting a bigger house	, 0	moving
3.	We discussed0	Colorado for our vacation	
4.	When Martha finished	the floor, she dus	sted the furniture.
5.	Sometimes students put off	their homew	vork.
6.	We had a blizzard yesterday, but it finally 10:00 P.M.	stopped	around
7.	I quit comic be	ooks when I was twelve ye	ears old.
8.	I'm thinking about	a biology course nex	t semester.
9.	Beth doesn't like her job. She's talking ab a different job.	out	
10.	I enjoy sports.		
11.	I'm considering	New York City.	
12.	A: Are you listening to me? B: Yes. Keep	I'm listening.	
13.	A: Do you want to take a break?B: No. I'm not tired yet. Let's keep on or so.		for another hour
14.	A: Would you mind B: Not at all. I'd be glad to.	the window?	
15.	A: I'm thinking about not	the meeting	tomorrow.

B: Really? Why? I hope you decide to go. We need your input.

	buv a new car ✓ rain
1	buy a new car
	do things repeat that
	get a Toyota smoke go to the zoo on Saturday tap your fingernails on the table
	help him try
	A: Would you like to go for a walk?
	B: Has it stopped raining* ?
	A: Yes.
	B: Let's go.
2.	A: I've been having a lot of trouble with my old Volkswagen the last couple of mo
	It's slowly falling apart. I'm thinking about
	B: Do you think you'll get another Volkswagen?
	A: No. I'm considering
	A: What do you usually do in your free time in the evening?
	B: I enjoy
4.	A: Good news! I feel great. I don't cough any more, and I don't run out of breat
	when I walk up a hill.
	B: Oh?
	A: I quit
	B: That's wonderful!
5.	A: I've been working on this math problem for the last half hour, and I still don't
	understand it.
	B: Well, don't give up. Keep If at first you don't suc

^{*}The object following stop is a gerund, NOT an infinitive. INCORRECT: It stopped to rain. But in special circumstances, stop can be followed by an infinitive of purpose: in order to (see Chart 13-9, p. 391). While I was walking down the hall, I dropped my pen. I stopped to pick it up. = I stopped walking in order to pick it up.

	В:	A what?			
	A:	A procrastinator. That's some	one who alway	ys postpones _	
	B:	Oh. Well, sometimes I put off			
	7. A:	What are you doing?			
	B:	I'm helping Teddy with his hor	nework.		
	A:	When you finish		, could yo	ou help me in the
		kitchen?			
	B:	Sure.			
	8. A:	Could you please stop doing th	iat?		
	B:	Doing what?			
	A:	Stop			It's driving me crazy!
	9. A:	Do you have any plans for this	weekend?		
	B:	Henry and I talked about			
1	0. A:	I didn't understand what you s	aid. Would yo	ou mind	
	B:	Of course not. I said, "Three f	ree trees."		
	Direction Swn w	. Verb + gerund. (Chart 13 ons: Complete the sentences in ords. Use the verbs in Column	Column A by	using a verb f	rom Column B and your
1	Examp	le: I often postpone $+$ write $\rightarrow I$ often postpone writing the them late.	ank you notes,	and then I have	e to apologize for sending
	Co	olumn A	Colur	nn B	
	1. I o	ften postpone	buy	listen	
	2. I e	njoy	close	love	
	3. I 'n	a considering	do	make	
	4. Wo	ould you mind	eat exercise	open play	
		inished	finish	take	
		never stop	give	teach	
			go	try	
		you ever think about	help	visit	
		u should keep	learn	watch	
	So	metimes I put off	leave	√write	

6. A: Are you a procrastinator?

13-2 GO + -ING

- (a) Did you go shopping yesterday?
- (b) I went swimming last week.
- (c) Bob hasn't gone fishing in years.

Go is followed by a gerund in certain idiomatic expressions about activities.

Notice: There is no to between go and the gerund.

INCORRECT: Did you go to shopping?

COMMON EXPRESSIONS WITH GO + -ING

go	boating
go	bowling
go	camping

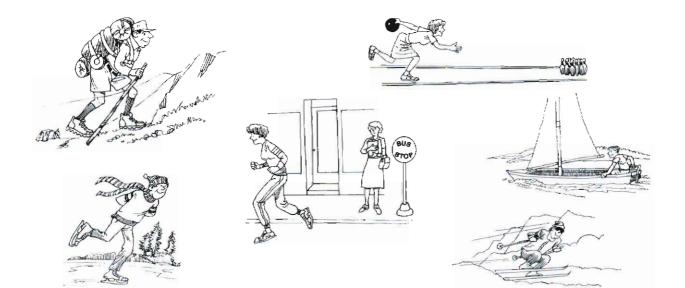
go dancing go fishing

go hiking

go jogging go running go sailing go (window) shopping go sightseeing

go (ice) skating

go (water) skiing go skydiving go swimming



■ EXERCISE 4. GO + -ING. (Chart 13-2)

Directions: Answer the questions. Use the expressions with go + -ing listed in Chart 13-2.

- 1. Ann often goes to the beach. She spends hours in the water. What does she like to do?
 - → She likes to go swimming.
- 2. Nancy and Frank like to spend the whole day on a lake with poles in their hands. What do they like to do?
- 3. Last summer Adam went to a national park. He slept in a tent and cooked his food over a fire. What did Adam do last summer?
- 4. Tim likes to go to stores and buy things. What does he like to do?
- 5. Laura takes good care of her health. She runs a couple of miles every day. What does Laura do every day? (NOTE: There are two possible responses.)
- 6. On weekends in the winter, Fred and Jean sometimes drive to a resort in the mountains. They like to race down the side of a mountain in the snow. What do they like to do?

- 7. Joe likes to take long walks in the woods. What does Joe like to do?
- 8. Sara prefers indoor sports. She goes to a place where she rolls a thirteen-pound ball at some wooden pins. What does Sara often do?
- 9. Liz and Greg know all the latest dances. What do they probably do a lot?
- 10. The Taylors are going to go to a little lake near their house tomorrow. The lake is completely frozen now that it's winter. The ice is smooth. What are the Taylors going to do tomorrow?
- 11. Alex and Barbara live near the ocean. When there's a strong wind, they like to spend the whole day in their sailboat. What do they like to do?
- 12. Tourists often get on buses that take them to see interesting places in an area. What do tourists do on buses?
- 13. Colette and Ben like to jump out of airplanes. They don't open their parachutes until the last minute. What do they like to do?
- 14. What do you like to do for exercise and fun?

13-3 VERI	3 + INFI	NITIVE		
(a) Tom <i>offered</i> (b) I've <i>decided</i> (are followed by an infinitive: VE = to + the simple form of a verb.
(c) I've decided i	not to keep my	old car.	Negative fo	rm: not + infinitive.
COMMON VERBS F want need would like	hope expect plan	NFINITIVES decide promise offer	seem appear pretend	learn (how) try
would love	intend mean	agree refuse	forget	(can't) afford (can't) wait

■ EXERCISE 5. Verb + infinitive. (Chart 13-3) Directions: Complete the sentences by using infinitives. Add a preposition after the infinitive if necessary. 1. I'm planning to go to / to visit / to fly to Chicago next week. 2. I've decided ______ a new apartment. 3. Jack promised not _____ late for the wedding. 4. I forgot _____ some rice when I went to the grocery store. 5. I would like _____ the Grand Canyon. 6. My husband and I would love _____ Arizona. 7. I need _____ my homework tonight. 8. What time do you expect _____ Chicago?

9.	I want a	ball game on I v after	dinner tonight.
10.	You seem in a	a good mood today.	
11.	Susie appeared	asleep, but she wasn	t. She was only pretending.
12.	Susie pretended when I spoke to her.	asleep. She pretend	ded not
13.	The Millers can't afford	a house.	
14.	George is only seven, but he intend	s	a doctor when he grows up.
15.	My friend offered	me a little money	
16.	Tommy doesn't like peas. He refuse	es	them.
17.	My wife and I wanted to do differe a movie with	_	
	the football game with me on Sund	ay.	
18.	I hope a been pretty good.	ll of my courses this te	rm. So far my grades have
19.	I try cla	ss on time every day.	
20.	I can't wait n	ny family again! It's be	en a long time!
21.	I'm sorry. I didn't mean	you.	
22.	I learned (how)seven.		when I was around six or
13-4 V	ERB + GERUND OR IN	FINITIVE	
(a) It began(b) It began			by either a gerund or an is no difference in meaning. e meaning.
COMMON VE begin start continue	RBS FOLLOWED BY EITHER A GERUND C like* hate love* can't stand	OR AN INFINITIVE	

I like going/to go to mercies. I love playing/to play chess.

Would like and would love are followed by infinitives:

I would like to go to a movie tonight. I'd love to play a game of chess right now.

^{*}COMPARE: Like and love can be followed by either a gerund or an infinitive:

EXERCISE 6. Verb + gerund or infinitive. (Charts 13-3 and 13-4)

Directions: Use the given words to create sentences with gerunds and infinitives.

- 1. start + snow around midnight
 - → It started snowing around midnight. It started to snow around midnight.
- 2. continue + work even though everyone else stopped
- 3. like + get a lot of e-mails from my friends
- 4. love + go to baseball games
- 5. hate + talk to pushy salespeople
- 6. can't stand + wait in lines for a long time

EXERCISE 7. Verb + gerund or infinitive. (Charts 13-3 and 13-4)

Directions: Discuss what you like and don't like to do. Use the given ideas to make sentences that begin with words from this list.

I like	I don't like	I don't mind
I love	I hate	
I enjoy	I can't stand	

- 1. cook
 - → I like to cook / I like cooking / I hate to cook / I hate cooking / I don't mind cooking / I don't enjoy cooking, etc.
- 2. live in this city
- 3. wash dishes
- 4. fly
- 5. wait in airports
- 6. read novels in my spare time
- 7. eat a delicious meal slowly
- 8. speak in front of a large group
- 9. play cards for money
- 10. drive on city streets during rush hour
- 11. go to parties where I don't know a single person
- 12. listen to the sounds of the city while I'm trying to get to sleep
- 13. visit with friends I haven't seen in a long time
- 14. get in between two friends who are having an argument
- 15. travel to strange and exotic places

■ EXERCISE 8. Gerunds vs. infinitives. (Charts 13-1 → 13-4)

Directions: Complete the sentences with the infinitive or gerund form of the words in parentheses.

1.	I need	(study)	to study	tonight.

2. I enjoy (cook) _____ fancy meals.

3.	Ellen started (talk) to talk / talking	about her problem.
4.	Bud and Sally have decided (get)	married.
5.	We finished (eat)	around seven.
6.	I like (meet) new p	people.
7.	My roommate offered (help)	me with my English.
8.	I'd just begun (watch)	a movie on TV when the phone rang.
9.	Please stop (crack)	your knuckles!
10.	Did you remember (feed)	the cat this morning?
11.	I won't be late. I promise (be)	on time.
12.	I'm considering (move)	to a new apartment.
13.	Some children hate (go)	to school.
14.	I forgot (lock) the morning.	door when I left my apartment this
15.	I don't mind (live)	with four roommates.
16.	Shhh. My roommate is trying (take)	a nap.
17.	My boss refused (give)	me a raise, so I quit.
18.	The company will continue (hire)	new employees as long as
	new production orders keep (come)	in.
19.	That's not what I meant! I meant (say)	just the opposite.
20.	I want (go) (shop) afternoon.	this
21.	Alex seems (want) this weekend.	(go) (sail)
22.	My wife can't stand (sleep) windows closed.	in a room with all of the
23.	Sam's tomato crop always failed. Finally he q	
24.	I enjoy (be) a teach	ner.

■ EXERCISE 9. Gerunds vs. infinitives. (C	Charts 13-1 → 13-4)
Directions: Work in pairs.	
Student A: Read the cues. Your boo Student B: Complete the sentences	with either to go or going + the name of a place.
Your book is closed.	
Example:	
STUDENT A (book open): I expect	
	Mack's Bar and Grill for dinner tonight).
STUDENT A (book open): I like	
STUDENT B (book closed): to go (to F	ławaii). OR going (to Hawaii).
	Switch roles.
1. I expect	13. I enjoy
2. I like	14. I don't need
3. I would like	15. I'm going to try
4. I enjoy	16. I hate
5. I'd love	17. I love
6. I promised	18. My friend and I discussed
7. I can't stand	19. I've decided
8. I intend	20. Sometimes I put off
9. I am thinking about	21. Yesterday I forgot
10. Are you considering	22. I can't wait
11. I've always wanted	23. My friend and I agreed
12. I can't afford	24. Would you mind
■ EXERCISE 10. Gerunds vs. infinitives. (Charts $13-1 \rightarrow 13-4$)
COLUMN TO THE PARTY OF THE PART	ith a form of the words in parentheses.
1. I want (stay) to stay_	home tonight.
2. I want (relax)	tonight.
3. I want (stay)	home and (relax)*
tonight.	
4. I want (stay)	home, (relax), and
(go) to bed	early tonight.
5. I enjoy (get)	up early in the morning.
6. I enjoy (watch)	the sunrise.
7. I enjoy (get)	up early in the morning and (watch)
the su	inrise.
*When infinitives are connected by and, it is not	t necessary to repeat to.

Example: I need to stay home and (to) study tonight.

8.	I enjoy (get)	up early in the morning, ((watch)		
	the s	unrise, and (listen)	to the		
	birds.				
9.	Mr. and Mrs. Brown are thinkin	g about (sell)	their old		
	house and (buy)	a new one.			
10.	Kathy plans (move)	to New York City, (find)			
	a job, and (start)	a new life.			
11.	Have you finished (paint)	your apartm	ent yet?		
12.	Steve needs (go)	to the shopping mall tomo:	rrow and (buy)		
	winter clo	thes.			
13.	Do you enjoy (go)	to an expensive restauran	nt and (have)		
	a gourmet	dinner?			
14.	Most nonsmokers can't stand (be) in a smol	ke-filled room.		
15.	Let's postpone (go)	abroad until the politica	d situation improves.		
16.	The children promised (stop) _	(make)	so		
	much noise.				
17.	Kevin is thinking about (quit) _	his job a	nd <i>(go)</i>		
	back to sc	chool.			
18.	Linda plans (leave)	for Chicago on Tu	esday and (return)		
	on F	riday.			
19.	I often put off (wash)	the dinner disher	s until the next		
	morning.				
20.	Don't forget (unplug)	the coffee pot, (t	turn off)		
	all th	ne lights, and (lock)	the door		
	before you leave for work this m	orning.			
21.	Sometimes when I'm listening to	o someone who is speaking Englis.	h very fast, I nod my		
	head and pretend (understand)				
22.	After Isabel got a speeding ticket and had to pay a big fine, she decided (stop)				
	(driv	oe) over	the speed limit on		
	interstate highways.				
23.	I've been trying (reach)	Carol on the p	hone for the last		
	three days, but she is never at he	ome. I intend (keep)	(try)		
	until I fina	ally get her.			

Dir	E 11. Gerunds vs. infinit rections: Create sentences fr groups, or as a class.		s $13-1 \rightarrow 13-4$) words. Use I . Use any tense. Work in p	airs,
Exa	ample: want and go \rightarrow I want to go (to N	New York City n	ext week).	
1.	plan and go	16.	promise and come	
2.	consider and go	17.	finish and study	
3.	offer and lend	18.	would mind and help	
4.	like and visit	19.	hope and go	
5.	enjoy and read	20.	think about and go	
6.	intend and get	21.	quit and try	
7.	decide and get	22.	expect and stay	
8.	seem and be	23.	stop and eat	
9.	put off and write	24.	refuse and lend	
10.	forget and go	25.	agree and lend	
11.	can't afford and buy	26.	postpone and go	
12.	try and learn	27.	begin and study	
13.	need and learn	28.	continue and walk	
14.	would love and take	29.	talk about and go	
15.	would like and go and swin	30.	keep and try and improve	
in	rections: Complete the sente parentheses. Have you made any vacat		correct form, gerund or infinitive, of the	words
	I was hoping (go)	-	to an island off the Atlantic coast, but n	ny
	wife wanted (drive)	2	down the Pacific coast. We've de	cided
	(compromise)	3	by going to neither coast. We	've
			a place where both of us want	
Δ.	(go)5			
	So where are you going?	' ()	ZC: 7.\	:
В;			6 (fish)7	
			a train across central	
	western Canada. We've a	iso been talkini	g about (rent) a sa	проат
	and (go)10	(sail)	in the Gulf of Mexic	0.

A:	Have you ever thought about (stay) home and (relax)
	; 12
	13
B.	That's not a vacation to me. If I stay home during my vacation, I always end up doing
	all the chores around the house that I've put off (do) for the past
	year. When I go on a holiday, I like (visit) new places and (do)
	new things. I enjoy (see) parts of the
	world I've never seen before.
A:	What place would you like (visit) the most?
B:	I'd love (go) in New Zealand. My
	wife loves (camp) in new places too, but I'm afraid she might
	refuse (go) to New Zealand. She doesn't like long plane flights.
A:	Why don't you just pick a spot on a map? Then call and make a hotel reservation.
B:	Neither of us can stand (spend) two whole weeks at a
	luxury hotel. I don't mean (say) anything bad about big hotels,
	but both of us seem (like) more adventurous vacations.
A:	Well, keep (think) about it. I'm sure you'll figure out a
	really great place for your vacation.
B:	We'll have to stop (think) about it sometime soon and
	make a decision.
A:	I can't wait (find) out where you decide (go)
	I'll expect (hear) from you when you make a decision. Don't
	forget (call) me.
B:	Hmmm. Maybe we should go (ski) in Switzerland. Or perhaps
	we could go (waterski) on the Nile. Then there's the
	possibility of going (hike) in the Andes. Of course, we'd
	probably enjoy (swim) off the Great Barrier Reef of
	33

Australia. And we shouldn't postpone (explore) the Brazilian rainforest much longer. Someday I'd really like (climb) to the top of an active volcano and (look) inside the crater. Or maybe we could



PREPOSITION + GERUND 13-5

- (a) Kate insisted on coming with us.
- (b) We're excited about going to Tahiti.
- (c) I apologized for being late.

A preposition is followed by a gerund, not an infinitive. In (a): The preposition (on) is followed by a gerund

(coming).

COMMON EXPRESSIONS WITH PREPOSITIONS FOLLOWED BY GERUNDS

be afraid of (doing something) apologize for believe in dream about

be excited about feel like

forgive (someone) for be good at insist on be interested in

look forward to be nervous about

plan on be responsible for stop (someone) from thank (someone) for

be tired of

worry about/be worried about

■ EXERCISE 13. Preposition + gerund. (Chart 13-5 and Appendix 2)

Directions: Complete the sentences with a preposition and the given words.

1. I'm looking forward + go to the zoo \rightarrow I'm looking forward to going to the zoo.

+ go to the museum with us

2. Thank you + open the door

3. I'm worried + be late for the concert 4. Are you interested

5. I apologized + be late

6. Are you afraid + fly in small planes 7. Are you nervous + take your driver's test

9. Jack insisted		+ go to a soccer game	8. We're excited						
11. I don't feel		+ pay the restaurant bill	9. Jack insisted						
12. Please forgive me	ay	+ be a horse trainer someday	10. Annie dreams						
13. I'm tired		+ eat right now	11. I don't feel						
14. I believe	1000 Machine	+ not call you sooner	12. Please forgive me						
15. Let's plan	Fin & MARINE	+ live with five roommates	13. I'm tired						
16. Who's responsible + clean the classroom 17. The police stopped us + enter the building 18. Jake's not very good + cut his own hair EXERCISE 14. Preposition + gerund. (Chart 13-5 and Appendix 2) Directions: Work in pairs. Speaker A: Complete the sentence with a preposition and "doing something." Speaker B: Ask a question about A's statement. Begin with "What" and end with "doing." Speaker A: Answer the question in a complete sentence using your own words. Example: I'm looking forward SPEAKER A: I'm looking forward to doing something. SPEAKER B: What are you looking forward to doing? SPEAKER A: I'm looking forward to going to a movie tonight. Switch roles. 1. I'm interested 6. I'm nervous 2. I'm worried 7. I'm excited 3. I thanked my friend 8. I feel 4. I apologized 9. I'm planning 5. I'm afraid		+ be honest at all times	14. I believe						
17. The police stopped us + enter the building 18. Jake's not very good + cut his own hair EXERCISE 14. Preposition + gerund. (Chart 13-5 and Appendix 2) Directions: Work in pairs. Speaker A: Complete the sentence with a preposition and "doing something." Speaker B: Ask a question about A's statement. Begin with "What" and end with "doing." Speaker A: Answer the question in a complete sentence using your own words. Example: I'm looking forward	six	+ meet at the restaurant at six	15. Let's plan						
□ EXERCISE 14. Preposition + gerund. (Chart 13-5 and Appendix 2) Directions: Work in pairs. Speaker A: Complete the sentence with a preposition and "doing something." Speaker B: Ask a question about A's statement. Begin with "What" and end with "doing." Speaker A: Answer the question in a complete sentence using your own words. Example: I'm looking forward SPEAKER A: I'm looking forward to doing something. SPEAKER B: What are you looking forward to doing? SPEAKER A: I'm looking forward to going to a movie tonight. Switch roles. 1. I'm interested 6. I'm nervous 2. I'm worried 7. I'm excited 3. I thanked my friend 8. I feel 4. I apologized 9. I'm planning	0.000	+ clean the classroom	16. Who's responsible						
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Directions: Work in pairs. Speaker A: Complete the sentence with a preposition and "doing something." Speaker B: Ask a question about A's statement. Begin with "What" and end with "doing." Speaker A: Answer the question in a complete sentence using your own words. Example: I'm looking forward SPEAKER A: I'm looking forward to doing something. SPEAKER B: What are you looking forward to doing? SPEAKER A: I'm looking forward to going to a movie tonight. Switch roles. 1. I'm interested 6. I'm nervous 2. I'm worried 7. I'm excited	The Martines of the Control of the C	+ cut his own hair	18. Jake's not very good						
SPEAKER B: What are you looking forward to doing? SPEAKER A: I'm looking forward to going to a movie tonight. Switch roles. 1. I'm interested 6. I'm nervous 2. I'm worried 7. I'm excited 3. I thanked my friend 8. I feel 4. I apologized 9. I'm planning 5. I'm afraid 10. I'm tired EXERCISE 15. Preposition + gerund. (Chart 13-5 and Appendix 2) Directions: Using the verbs in parentheses, complete the sentences with prepositions an gerunds.	nd "doing something." with "What" and end with	sentence with a preposition and 'about A's statement. Begin with	Directions: Work in pairs. Speaker A: Complete the s Speaker B: Ask a question "doing." Speaker A: Answer the que						
SPEAKER A: I'm looking forward to going to a movie tonight. Switch roles. 1. I'm interested 6. I'm nervous 2. I'm worried 7. I'm excited 3. I thanked my friend 8. I feel 4. I apologized 9. I'm planning 5. I'm afraid 10. I'm tired EXERCISE 15. Preposition + gerund. (Chart 13-5 and Appendix 2) Directions: Using the verbs in parentheses, complete the sentences with prepositions an gerunds.									
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1. I'm interested 6. I'm nervous	right.	ward to going to a movie tonigh	SPEAKER A: I'm looking for						
 2. I'm worried		Switch roles.							
 3. I thanked my friend 8. I feel 4. I apologized 9. I'm planning 5. I'm afraid 10. I'm tired EXERCISE 15. Preposition + gerund. (Chart 13-5 and Appendix 2) Directions: Using the verbs in parentheses, complete the sentences with prepositions an gerunds. 		6. I'm nervous	1. I'm interested						
 3. I thanked my friend 8. I feel 4. I apologized 9. I'm planning 5. I'm afraid 10. I'm tired EXERCISE 15. Preposition + gerund. (Chart 13-5 and Appendix 2) Directions: Using the verbs in parentheses, complete the sentences with prepositions an gerunds. 		7. I'm excited	2. I'm worried						
5. I'm afraid 10. I'm tired EXERCISE 15. Preposition + gerund. (Chart 13-5 and Appendix 2) Directions: Using the verbs in parentheses, complete the sentences with prepositions an gerunds.		8. I feel	3. I thanked my friend						
■ EXERCISE 15. Preposition + gerund. (Chart 13-5 and Appendix 2) Directions: Using the verbs in parentheses, complete the sentences with prepositions an gerunds.		9. I'm planning	4. I apologized						
Directions: Using the verbs in parentheses, complete the sentences with prepositions an gerunds.		10. I'm tired	5. I'm afraid						
Directions: Using the verbs in parentheses, complete the sentences with prepositions an gerunds.									
1. I believein (tell)telling the truth no matter what.			Directions: Using the verbs						
	the truth no matter what.	ll) <u>telling</u> the	1. I believein (te						
2. I wish the weather would get better. I'm tiredof (be)being	of the beginning	ld get hetter I'm tired	2. I wish the weather wou						
inside all the time.	H (ve) <u>being</u>	id get better. I in thed 07							
3. I don't go swimming because I'm afraid (drown)	(drown)	ecause I'm afraid (dra	3. I don't go swimming be						
4. Greg is nervous (meet) his girlfriend's paren for the first time.	his girlfriend's parents	(meet)							

5.	I don't know how to thank yo	u	_ (help)		me.
6.	Are you interested	(go)			to a bullfight?
7.	I just can't get excitedthird time in two years.	(visit)			Disneyland for the
8.	Why do you constantly worry parents?		(please)		your
9.	Every summer, I look forward with my family.	l	(take)		a vacation
10.	Do you feel (tell)			me wl	ny you're so sad?
11.	I apologize (lie) _ from the truth. Sometimes th			_, but I w	vas trying to protect you
12.	Why do you always insist when we go out for dinner?	(pa	y)		for everything
13.	I want you to know that I'm s				er forgive me
14.	I'm not very good	(remember))		names.
15.	I'm not happy in my work. I my job.	often drear	n	(quit) _	
16.	How do you stop someone _ know is wrong?	((io)		something you
17.	I'm too tired to cook, but I ha	ıdn't plann	ed	_ (eat) _	
18.	Who's responsibleover the floor?	(spill)			these coffee beans all
19.	Anna made a lot of big mistal		. That's why	she was a	afraid (lose)*

^{*}Note that lose is spelled with one "o." The word loose, with two "o"s, is an adjective meaning "not tight." (E.g., My shirt is big and loose.) Pronunciation difference: lose = /luwz/; loose = /luws/.

EXERCISE 16. Preposition + gerund. (Chart 13-5 and Appendix 2)

Directions: Make up a quiz. Use the given word or phrase + ONE of the suggested verbs in parentheses. Hand your quiz to a classmate to complete. When s/he finishes it, correct the answers.

Example: apologize to (. . .) + (interrupt, be, call) Ouiz item: You should apologize to Tarik ____ (interrupt)_____ him. OR l apologized to my friend ____ (be)_____ Rosa apologized to me ____ (call) ____ after midnight. 1. thank + (open / help / invite) 6. be nervous + (speak / go / get) 7. look forward + (do / stop / skydive) 2. feel + (go / have / take) 3. worry + (lose / not have / be) 8. apologize to (...) + (sell / give / leave) 9. forgive (. . .) + (lie / take / quit) 4. insist + (answer / drive / fly)

10. be excited + (go / hear / move)

USING BY AND WITH TO EXPRESS HOW SOMETHING 13-6 IS DONE

By + a gerund is used to express how something is (a) Pat turned off the tape recorder by pushing done. the stop button. By or with followed by a noun is also used to express (b) Mary goes to work by bus. how something is done. (c) Andrea stirred her coffee with a spoon.

BY IS USED FOR MEANS OF TRANSPORTATION AND COMMUNICATION

by (air)plane*	by subway**	by mail	by air
by boat	by taxi	by (tele)phone	by land
by bus	by train	by fax	by sea
by car	by foot (OR on foot)	by e-mail	
OTHERS			

by chance by mistake by check (but in cash) by choice by hand*** by credit card

WITH IS USED FOR INSTRUMENTS OR PARTS OF THE BODY

I cut down the tree with an ax (by using an ax).

5. believe + (help / tell / trust)

I swept the floor with a broom.

She pointed to a spot on the map with her finger.

COMPARE: I touched his shoulder with my hand.

^{*}airplane = American English; aeroplane = British English.

^{**}by subway = American English; by underground, by tube = British English.

^{***}The expression by hand is usually used to mean that something was made by a person, not by a machine: This rug was made by hand. (A person, not a machine, made this rug.)

	eat smile wag wave	
	drink stay wash √write guess take watch	
1.	Students practice written Englishby writing	compositions
2.	We clean our clothes	them in soap and water.
3.	Khalid improved his English	a lot of TV.
4.	We show other people we are happy	
5.	We satisfy our hunger	something.
6.	We quench our thirst	_ something.
7.	I figured out what "quench" means	·
8.	Alex caught my attention	his arms in the air.
9.	My dog shows me she is happy	her tail.
10.	Carmen recovered from her cold	in bed and
	care of herself.	
Co	mplete the following with your own words. Use by and ge	erunds.
11.	You can destroy bacteria in meat	it.
10	You can cook an egg	_ it,
12.	it, or it.	
12.		
	We can improve our English	·
13.	Each of us, in our own small way, can help conserve	the world's natural resource
13. 14.		

18. We can make the world a better place for future generations

1. I swept the floor		✓a broom a hammer a needle and thread	a pair of scissors a saw a shovel	a spoon a thermometer
3. I cut the wood 4. I took my temperature 5. I stirred my coffee 6. I dug a hole in the ground 7. I nailed two pieces of wood together 8. I cut the paper 8. I cut the paper 8. I cut the paper 9. Directions: Complete the sentences with by or with. 1. I opened the door with a key. 2. I went to Cherryville by bus. 3. I dried the dishes a dishtowel. 4. I went from Portland to San Francisco train. 5. Ted drew a straight line a ruler. 6. Is there any way you could touch the ceiling your foot? 7. Some advertisers try to reach target audiences mail. 8. Rebecca tightened the screw in the corner of her eyeglasses fingernail. 9. I called Bill "Paul" mistake. 10. The fastest way to send a copy of a piece of paper halfway around the worl fax. 11. The chef sliced the partially frozen meat into thin strips a razor-sharp knife. 12. Some people pay their bills computer. 13. Sally protected her eyes from the sun her hand.		1. I swept the floorwit	h a broom.	
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5. I stirred my coffee 6. I dug a hole in the ground 7. I nailed two pieces of wood together 8. I cut the paper 8. I cut the paper EXERCISE 19. Using BY or WITH. (Chart 13-6) Directions: Complete the sentences with by or with. 1. I opened the door		3. I cut the wood	·	
6. I dug a hole in the ground 7. I nailed two pieces of wood together 8. I cut the paper 8. I cut the paper 8. I cut the paper 9. Directions: Complete the sentences with by or with. 1. I opened the door with a key. 2. I went to Cherryville by bus. 3. I dried the dishes a dishtowel. 4. I went from Portland to San Francisco train. 5. Ted drew a straight line a ruler. 6. Is there any way you could touch the ceiling your foot? 7. Some advertisers try to reach target audiences mail. 8. Rebecca tightened the screw in the corner of her eyeglasses fingernail. 9. I called Bill "Paul" mistake. 10. The fastest way to send a copy of a piece of paper halfway around the worl fax. 11. The chef sliced the partially frozen meat into thin strips a razor-sharp knife. 12. Some people pay their bills computer. 13. Sally protected her eyes from the sun her hand.		4. I took my temperature		
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		11. The chef sliced the partially razor-sharp knife.		
		11. The chef sliced the partially razor-sharp knife.12. Some people pay their bills _	compu	ter.

☐ EXERCISE 18. Using WITH. (Chart 13-6)

Directions: Complete the sentences using with and appropriate words from the list.

USING GERUNDS AS SUBJECTS; USING IT + 13-7

- (a) Riding horses is fun.
- (b) It is fun to ride horses.
- (c) Coming to class on time is important.
- (d) It is important to come to class on time.

(a) and (b) have the same meaning.

In (a): A gerund (riding) is the subject of the sentence.* Notice: The verb (is) is singular because a gerund is singular.

In (b): The word it is used as the subject of the sentence. The word it has the same meaning as the infinitive phrase at the end of the sentence: it means to ride horses.

☐ EXERCISE 20. Gerunds as subjects. (Chart 13-7)

Directions: Create sentences with the same meaning by using a gerund as the subject.

- 1. It is important to get daily exercise. → Getting daily exercise is important.
- 2. It isn't hard to make friends.
- 3. It is easy to cook rice.
- 4. It is relaxing to take a long walk.
- 5. Is it difficult to learn a second language?
- 6. It is wrong to cheat during a test.
- 7. Is it expensive to live in an apartment?
 - 8. It isn't easy to live in a foreign country.
 - 9. It takes time to make new friends.

☐ EXERCISE 21. IT + infinitive. (Chart 13-7)

Directions: Create sentences with the same meaning by using it + an infinitive.

- 1. Having good friends is important. → It's important to have good friends.
- 2. Playing tennis is fun.
- 3. Being polite to other people is important.
- 4. Learning about other cultures is interesting.
- 5. Walking alone at night in that part of the city is dangerous.
- 6. Is riding a motorcycle easy?
- 7. Having a cold isn't much fun.
- 8. Learning a second language takes a long time.
- 9. Cooking a soft-boiled egg takes three minutes.

■ EXERCISE 22. Gerunds as subjects; IT + infinitive. (Chart 13-7)

Directions: Work in pairs.

Speaker A: Ask the given question. Your book is open.

Speaker B: Answer the question. Begin with "It's . . ." and use an infinitive. Your book is

Speaker A: Respond by saying "I agree" followed by a gerund subject. (Or, if you wish, say "I don't agree. I think that . . ." followed by a gerund subject.)

^{*}It is also correct (but less common) to use an infinitive as the subject of a sentence: To ride horses is fun.

Example:

SPEAKER B (book closed): Which is easier: to make money or to spend money? SPEAKER B (book closed): It's easier to spend money than (it is) to make money.

SPEAKER A (book open): I agree. Spending money is easier than making money. OR

I don't agree. I think that making money is easier than spending

money.

1. Which is more fun: to study at the library or to go to a movie?

2. Which is more difficult: to write English or to read English?

3. Which is easier: to write English or to speak English?

4. Which is more expensive: to go to a movie or to go to a concert?

5. Which is more interesting: to talk to people or to watch people?

Switch roles.

- 6. Which is more comfortable: to wear shoes or to go barefoot?
- 7. Which is more satisfying: to give gifts or to receive them?
- 8. Which is more dangerous: to ride in a car or to ride in an airplane?
- 9. Which is more important: to come to class on time or to get an extra hour of sleep in the morning?
- 10. Which is better: to light one candle or to curse the darkness?

(a) You should study hard. (b) It is important for you to study hard. (c) Mary should study hard. (d) It is important for Mary to study hard. (a) and (b) have a similar meaning. Notice the pattern in (b): it is + adjective + for (someone) + infinitive phrase

☐ EXERCISE 23. Using FOR (SOMEONE). (Chart 13-8)

Directions: Use the given information to complete each sentence. Use for (someone) and an infinitive phrase in each completion.

1. Students should do their homework.

It's important ____for students to do their homework ____

2. Teachers should speak clearly.

It's important ________

3. We don't have to hurry.

(e) We don't have to go to the meeting.

(h) It is impossible for a dog to talk.

(g) A dog can't talk.

(f) It isn't necessary for us to go to the meeting.

There's plenty of time. It isn't necessary

4.	A fish can't live out of water for more than a few minutes. It's impossible
5.	Students have to budget their time carefully. It's necessary
6.	A child usually can't sit still for a long time. It's difficult
7.	My family always eats turkey on Thanksgiving Day. It's traditional
8.	People can take trips to the moon. Will it be possible
9.	I usually can't understand Mr. Alvarez.
	It's hard He talks too fast.
10.	The guests usually wait until the hostess begins to eat. At a formal dinner party, it's customary After she takes the first bite, the guests also start to eat.
11.	The bride usually feeds the groom the first piece of wedding cake. It's traditional
12.	I can understand our teacher. It's easy

■ EXERCISE 24. Gerunds as subjects; IT + infinitive. (Charts 13-7 and 13-8)

Directions: Create sentences by combining ideas from Column A and Column B. Use gerund subjects or it + an infinitive.

Example: Riding a bicycle is easy / dangerous / fun / relaxing. OR It's easy / dangerous / fun / relaxing to ride a bicycle.

	Column A		Column B
1.	ride a bicycle	A.	against the law
2.	read newspapers	B.	boring
3.	study grammar	C.	dangerous
4.	play tennis	D.	easy
5.	steal cars	E.	educational
6.	listen to a two-hour speech	F.	embarrassing
7.	predict the exact time of an earthquake	G.	exciting
8.	forget someone's name	H.	frightening
9.	walk alone through a dark forest at night	I.	fun
10.	go fishing with your friends	J.	hard
11.	know the meaning of every word in a dictionary	K.	important
12.	be honest with yourself at all times	L.	impossible
13.	change a flat tire	M.	relaxing
14.	visit museums	N.	a waste of time

☐ EXERCISE 25. IT + FOR (SOMEONE) + infinitive. (Charts 13-7 and 13-8)

Directions: Create sentences using it + for (someone) + an infinitive by combining ideas from Columns A, B, and C. Add your own words if you wish.

Example: difficult

15. log on to the Internet

→ It's difficult for me to be on time for class. It's difficult for some people to learn how to swim. It's difficult for children to understand adults' behavior.

	Column A	Column B	Column C
1.	difficult	anyone	spend time with friends
2.	easy	children	predict the exact time of an earthquake
3.	fun	me	change a flat tire
4.	important	most people	be on time for class
5.	impossible	some people	understand adults' behavior
6.	enjoyable	students	obey their parents
7.	interesting		observe animals in their wild habitat
8.	possible		visit new places
			learn how to swim
			live on the planet Mars

_v	Thy did you go to the post office?	In order to expresses purpose. It answ
13-9	EXPRESSING PURPOSE WITH	H IN ORDER TO AND F
	8. It takes stamina and determination to	
	6. It takes patience / courage / skill to 7. It takes hard work for to	
	5. It will take years for to	
	4. How long does it take to ?	
	3. It takes minutes to	
	2. It takes a lot of money to	
	1. It takes time for to	
	Example: It takes a lot of work for to It takes a lot of work for most so	nall businesses to succeed.
	Example: It takes hours to It takes five hours to fly from Los	Angeles to Honolulu.
LI EXER	CISE 27. IT + TAKE + infinitive. (Charts 5-1 Directions: Use your own words to complete the	
	CIGE OF IT I TAKE I LEGITLE (OLIVE)	2 12 0
	8. It's difficult for to	
	7. It's important for to	
	6. Is it necessary for to ?	
	5. It's sensible for to	
	4. It takes (a length of time) for to	
	3. It's impossible for to	
	2. It's traditional for to	
	1. It's easy for to	vii words.
	Directions: Complete the sentences with your ov	vn words.

■ EXERCISE 26. IT + FOR (SOMEONE) + infinitive. (Charts 13-7 and 13-8)

vers the question "Why?" (a) I went to the post office because I wanted to mail a letter. (b) I went to the post office in order to mail a letter. In (c): in order is frequently omitted. (c) I went to the post office to mail a letter. (a), (b), and (c) have the same meaning. (d) I went to the post office for some stamps. For is also used to express purpose, but it is a preposition and is followed by a noun (e) I went to the post office to buy some stamps. phrase, as in (d). INCORRECT: I went to the post office for to buy some stamps. INCORRECT: I went to the post office for buying some stamps.

■ EXERCISE 28. Using IN ORDER TO. (Chart 13-9)

Directions: Add in order to the sentences whenever possible.

- 1. I went to the bank to cash a check.
 - → I went to the bank in order to cash a check.
- 2. I'd like to see that movie.
 - → (No change. The infinitive does not express purpose.)
- 3. Sam went to the hospital to visit a friend.
- 4. I need to go to the bank today.
- 5. I need to go to the bank today to deposit my paycheck.
- 6. On my way home from school, I stopped at the drugstore to buy some shampoo.
- 7. Carmen looked in her dictionary to find the correct spelling of a word.
- 8. Masako went to the cafeteria to eat lunch.
- 9. Jack and Linda have decided to get married.
- 10. Pedro watches TV to improve his English.
- 11. I didn't forget to pay my rent.
- 12. Kim wrote to the university to ask for a catalog.
- 13. Sally touched my shoulder to get my attention.
- 14. Donna expects to graduate next spring.
- 15. Jerry needs to go to the bookstore to buy a spiral notebook.

☐ EXERCISE 29. Using (IN ORDER) TO. (Chart 13-9)

Directions: Complete the sentences in Column A by using the ideas in Column B. Connect the ideas with (in order) to.

Example: I called the hotel desk . . .

→ I called the hotel desk (in order) to ask for an extra pillow.

Column A Column B 1. I called the hotel desk . . . A. keep their feet warm and dry 2. I turned on the radio . . . B. reach the top shelf 3. I looked on the Internet . . . C. listen to a ball game D. find the population of Malaysia 4. People wear boots . . . 5. Andy went to Egypt . . . ✓E. ask for an extra pillow 6. Ms. Lane stood on tiptoes . . . F. chase a stray dog away 7. The dentist moved the light closer to my face . . . G. help her pay the rent H. get some fresh air and exercise 8. I clapped my hands and yelled . . . 9. Maria took a walk in the park . . . I. see the ancient pyramids 10. I offered my cousin some money . . . J. look into my mouth

EXERCISE 30. Expressing purpose with TO and FOR. (Chart 13-9) Directions: Complete the sentences by using to or for.
1. I went to Chicago for a visit.
2. I went to Chicago to visit my aunt and uncle.
3. I take long walks relax.
4. I take long walks relaxation.
5. I'm going to school a good education.
6. I'm going to school get a good education.
7. I'm not going to school just have fun.
8. I'm not going to school just fun.
9. I turned on the radio listen to the news.
10. I listened to the radio news about the earthquake in Peru.
11. I sent a card to Carol wish her a happy birthday.
12. Two police officers came to my apartment ask me about my cousin.
13. Mr. Wong works in his garden the pure pleasure of it.
14. I looked in the encyclopedia information about Ecuador.
15. My three brothers, two sisters, and parents all came to town
attend my graduation.
EXERCISE 31. Expressing purpose with TO and FOR. (Chart 13-9) Directions: Answer why-questions in your own words. Show purpose by using an infinitive phrase or a for-phrase. Work in pairs or as a class.
Example:
SPEAKER A: Yesterday you turned on the TV. Why? SPEAKER B: Yesterday I turned on the TV (to listen to the news / for the latest news about the earthquake / etc.).
 You went to the supermarket. Why? You need to go to the bookstore. Why? You went to the post office. Why? You went to the health clinic. Why? You reached into your pocket/purse. Why?
(Switch roles if working in pairs.) 6. You came to this school. Why? 7. You borrowed some money from (). Why? 8. You stopped at the service station. Why? 9. You play (soccer, tennis, etc.). Why?

13-10 USING INFINITIVES WITH TOO AND ENOUGH Infinitives often follow expressions with TOO + ADJECTIVE + (FOR SOMEONE) + INFINITIVEtoo. Too comes in front of an adjective. (a) A piano is too heavy to lift. In the speaker's mind, the use of too (b) That box is too heavy to lift. for me implies a negative result. (c) That box is too heavy for Bob to lift. COMPARE The box is too heavy. I can't lift it. ENOUGH + NOUN + INFINITIVE The box is very heavy, but I can lift it. (d) I don't have enough money to buy that car. (e) Did you have enough time to finish the test? Infinitives often follow expressions with enough. ADJECTIVE + ENOUGH + INFINITIVE Enough comes in front of a noun.* (f) Jimmy isn't old enough to go to school. **Enough** follows an adjective. to eat three sandwiches? hungry enough (g) Are you

☐ EXERCISE 32. TOO and ENOUGH + infinitive. (Chart 13-10)

Directions: Combine the sentences.

PART L. Use too.

- 1. We can't go swimming today. It's very cold.
 - It's too cold (for us) to go swimming today.
- 2. I couldn't finish my homework last night. I was very sleepy.
- 3. This jacket is very small. I can't wear it.
- 4. Mike couldn't go to his aunt's housewarming party. He was very busy.
- 5. I live far from school. I can't walk there.
- 6. Some movies are very violent. Children shouldn't watch them.

PART II. Use enough.

- 7. I can't reach the top shelf. I'm not that tall.
 - → I'm not tall enough to reach the top shelf.
- 8. I can't lift a horse. I'm not that strong.
- 9. It's not warm today. We can't go outside in shorts and sandals.
- 10. I didn't stay home and miss work. I wasn't really sick, but I didn't feel good all day.

☐ EXER		nd ENOUGH $+$ infinitive. (Chart 13-10) lete the sentences by choosing from the word finitive.	s in <i>italics</i> . Use <i>too</i> or
	1. strong/lift	I'm notstrong enough to lift	a refrigerator.
	2. weak/lift	Most people are <u>too weak to lift</u>	a refrigerator without help.
	3. busy/answer	I was	the phone. I let it
		keep ringing until the caller gave up.	
	4. early/get	We got to the concert	good seats.

^{*}Enough can also follow a noun: I don't have money enough to buy that car. In everyday English, however, enough usually comes in front of a noun.

	5. full/hola	My suitcase is		2
		a		
	6. large/hold	My suitcase isn't	all the	
	7. big/get	clothes I want to take on my Rex is Bobo's doghouse.	y trip.	
	50 BO D			
	8. big/hold	Julie's purse isPepper.		_ her dog
☐ EXER		nd ENOUGH + infinitive. (oblete the sentences with too an		ng is needed.
		+00 smartØ		
		ø smart <u>enoug</u> l		
	problem.			
		s big	to hold my wallet.	I always carry
	my wallet th	ere. big	for a person to lift	
		ortable. This room is		Why don't
	you open the		110t	. Wily don't
		is expensive _	L can't affo	rd it
		tall		
		op shelf. Thanks.		A
		move that box. He's	strong	to lift it.
		busy		
			•	

	235. TOO and ENOUGH + infinitive. (Chart 13-10) Octions: Complete the following sentences. Use infinitives in the completions.
1.	I'm too short
2.	I'm not tall enough
3.	I'm not strong enough
4,	Last night I was too tired
	Yesterday I was too busy
6.	A Mercedes-Benz is too expensive
	I don't have enough money
8.	Yesterday I didn't have enough time
9.	A teenager is old enough but too young
10.	I know enough English but not enough
	36. Review: gerunds vs. infinitives. (Chapter 13) actions: Complete the sentences with the words in parentheses: gerund or infinitive.
1.	It's difficult for me (remember) to remember phone numbers.
2.	My cat is good at (catch) catching mice.
3.	I bought a newspaper (look) at the ads for apartments for rent.
	Tourists like (go) (swim) in the warm ocean in Hawaii.
5.	I called my friend (invite) her for dinner.
6.	Hillary talked about (go) to graduate school.
	Sarosh found out what was happening by (listen) carefully to everything that was said.
8.	Children, stop (draw) pictures on the tablecloth!
9,	Professor Amani has a strong accent. It is difficult for his students (understand) him. He needs (improve)
	his pronunciation if he wants (be) a good lecturer. (lecture) requires good communication skills.
10.	A: Hi! I'm home!
	B: Welcome back. Did you have a good trip?
	A: Yes, thanks. How's everything? How are my goldfish? I hope you didn't forget
	(feed) them.
	B: Oh, my gosh!

11.	Dan's goldfish died when he was away on a trip because his roommate forgot (feed)
	them. Dan is considering (get) a new	
	roommate.	
12.	My friend Akihiko has goldfish in a pond in his garden. He enjoys (feed)	
	them one by one with chopsticks.	
13.	Michelle Yin Yin Ko works sixteen hours a day (earn)enough money (take) care of her elderly parents and he three children.	г
14.	It takes care, patience, and a little luck (take) a really good photograph of wildlife.	
15.	No matter how wonderful a trip is, it's always good (get) bac	ζ
	home and (sleep) in one's own bed.	
16.	A: Quit (stare) at the phone. Greg isn't going to call.	
	B: I keep (think) the phone will ring any second.	
	A: I don't mean (be) unsympathetic, but I think you'd better forg about Greg. It's over.	≑t
17.	It's important to your health for you (work) at a job you like.	If
	you hate (go) to your job, you should seriously think about	
	(look) for a different kind of job. The stress of (do)	
	work you hate day in and day out can damage your health.	
18.	(ask) others about themselves and their lives is one of t	ıe
	secrets of (get) along with other people. It you want	
	(make) and (keep) friends, it is	
	important (be) sincerely interested in other people's lives.	
19.	I keep (forget) my friend	
	Louise. I'd better write myself a note.	
20.	I like (travel) to out-of-the-way places. I don't like (go)	
	to usual tourist places when I'm on holiday.	
21.	Large bee colonies have 80,000 workers. These worker bees must visit fifty million	
	flowers (make) one kilogram (2.2 pounds) of honey. It	s no
	wonder that "busy as a bee" is a common expression.	

22.	Exercise is good for you. Why don't you walk up the stairs instead of (take)
	the elevator?
23.	Stop (crack) those nuts with your teeth! Here. Use a
	nutcracker. Do you want (be) toothless by the time you're thirty?
24.	Different cultures have different gestures. When North Americans meet someone, they
	usually offer a strong handshake and look the other person straight in the eye. In
	some countries, however, it is impolite (shake) hands
	firmly, and (look) a person in the eye is equally rude.
25.	How close do you stand to another person when you are speaking? North Americans
	prefer (stand) just a little less than an arm's length from
	someone. Many people in the Middle East and Latin America like (move)
	in closer than that during a conversation.
26.	(smile) at another person is a universal, cross-cultural
	gesture. Everyone throughout the world understands the meaning of a smile.
- EVEDOIS	E 37 Error analysis (Chantor 13)
	E 37. Error analysis. (Chapter 13) ections: Correct the errors.
	Do you enjoy to go to the zoo?
	I went to the store for getting some toothpaste.
3.	Did you go to shopping yesterday?
4.	I usually go to the cafeteria for to get a cup of coffee in the morning.
5.	Bob needed to went downtown yesterday.
6.	I cut the rope by a knife.
7.	I thanked him for drive me to the airport.
8,	Is difficult to learn a second language.
9.	It is important getting an education.
10.	Timmy isn't enough old too get married.

- 11. Do you want go to swimming tomorrow?
- 12. I went to the bank for cashing a check.
- 13. I was to sleepy to finish my homework last night.
- 14. Is easy this exercise to do.
- 15. Last night too tired no do my homework.
- 16. I've never gone to sailing, but I would like to.
- 17. Reading it is one of my hobby.
- 18. The man began to built a wall around his garden.
- 19. I like to travel because you learn too much about other countries and cultures.
- 20. Instead of settle down in one place, I'd like to travel around the world.
- 21. My grandmother likes to fishing.
- 22. Mary would like to has a big family.

☐ EXERCISE 38. Speaking. (Chapter 13)

Directions: Form small groups. Make a list of several topics that can be used for a oneminute impromptu speech. The topics should be gerund phrases. Exchange topics with another group. After your group has its topics, each member in turn should give a oneminute speech to the rest of the group. One group member should keep time. After all the speeches have been given, choose one speech from your group to be presented to the rest of the class. Examples of topics: eating at fast-food restaurants, traveling to a foreign country, taking care of your health.

■ EXERCISE 39. Writing. (Chapter 13)

Directions: What do you do for fun and recreation in your spare time? Write about one or two spare-time activities that you enjoy. What do you do? Where? When? Why? Mention some interesting experiences. Try to get your readers interested in doing the same things in their free time. Do you enjoy exploring caves? Is playing tennis one of your passions? Have you ever gone skydiving? Maybe collecting ceramic horses is one of your hobbies. Have you ever gone waterskiing? Do you enjoy simple pleasures such as walking in a park? Do you go jogging for recreation? Maybe watching sports on television is your way of relaxing. It is important for all of us to have spare-time activities that we enjoy. What are yours?

☐ EXER	CISE 40. Review: verb form Directions: Complete the sente		form of the verb in parentheses.
	What is your most (emba	errass) <u>embarrassing</u>	experience? Let me tell you
	what happened to my Uncle l	Ernesto when he (go)	to Norway for a
	business meeting last year.		
	First, I must tell you abo	ut my uncle. He (be)	a businessman from
	Buenos Aires, Argentina. He	(manufacture)	a new kind of
	computer compass for ships.	Computer compasses (make	by by
	many companies in the world	, so my uncle (have)	a lot of
	competition for his product.	In order to sell his product, l	ne (need)
	(meet)		ant to buy it. He (travel)
	frequen	atly to other countries.	
	Last year, he (go)	to Norway (n	neet) with a
	shipping company. It was his		• •
	Spanish	a, of course, and also (know)	a little
	English, but he (know, not)	14	any Norwegian. While he
			a problem.
	Uncle Ernesto (stay)	17	at a small hotel in Oslo. One
	morning, while he (get)	18	eady to take a shower, he (hear)
	a knock	at the door. He (walk)	to the
	door, (open)	it, and (find)	no one. He (take)
	a step o	out of his room and (look)	24
	hall. He (see)25	no one. So he (turn)	(go)
		room, but the door (close)	
		, and he (have, not)	
	29		30

his key. This was a very big				
31		rly. In fact, he (a		32
nothing but a towel. Poor I	Jncle Ernesto! "	What (I, do)		
he asked himself.		(1) 11/1	-	33
ne asked minisch.				
Instead of (stand)	34	in the hall	way with	only a towel, he
(decide)		36		()
37	(walk)		down t	he hall toward the
elevator. He thought about	(knock)	20	_ on so	meone else's door
(ask)	for neip, out dec	cided it was bette	r (ask)	41
the hotel personnel. He ho				
When he (reach)		_ the elevator, he	(push)	
the down button and (wait)	44	When it	(come)	A5.
Uncle Ernesto (take)				
even though the elevator wa	sir t empty. The	duler people in	the ciev	ator (surprise)
	when	thev (see)		a man who (wrap)
48			49	_ a man who (wrap)
	in a towel.			
50				
Unala Ernasta (think)		about	(****)	
Uncle Ernesto (think)	51	about (<i>uy)</i>	52
(explain)		blem, but unforti		
53	1317 8 771	A ALCOHOLOGICA CONTRACTOR AND		
	any Norwer	gian. He said, in	English	, "Door. Locked. No
54	31 - 33 3 A B			
key." A businessman in the	elevator (nod)			, but he (smile, not)
	. Another n			at Uncle
56	Another in		57	at Ottete
Ernesto and (smile)	b	roadly.		
After an eternity, the el				the ground floor.
Uncle Ernesto (walk)	60	straight to	ine fron	t desk and (look)
		ager helplessly. T	he hote	l manager
61	die iivioi iiiaii			



(have to understand, not)			
		62	
any language (figure)		out the problem. My uncl	le
	63		
(have to say, not)		a word. The m	anager
	64		
(grab)65	_ a key, (take) _	my uncle b	y the
elbow, and (lead)67	him back	to the nearest elevator.	
My uncle (embarrass, still)			about
· · · · · · · · · · · · · · · ·		68	
this incident. But he (laugh)		a lot when he (tell)	
	69	7	70
the story.			

EXERCISE 41. Review of verb forms: writing. (Chapters 1 → 13)

Directions: Write a composition about one of the most embarrassing experiences you have had in your life.

CONTENTS			
14-1	Noun clauses: introduction	14-6	Other uses of that-clauses
14-2	Noun clauses that begin with a question word	14-7	Substituting so for a that -clause in conversational responses
14-3	Noun clauses with who, what, whose	14-8	Quoted speech
	+ be	14-9	Quoted speech vs. reported speech
14-4	Noun clauses that begin with if or	14-10	Verb forms in reported speech
	whether		Common reporting verbs: tell, ask,
14-5	Noun clauses that begin with that		answer/reply

14-1 NOUN CLAUSES: II	NTRODUCTION
s v o (a) I know his address. (noun phrase)	Verbs are often followed by objects. The object is usually a noun phrase.* In (a): his address is a noun phrase; his address is the object of the verb know.
s v o (b) I know where he lives. (noun clause)	Some verbs can be followed by noun clauses.* In (b): where he lives is a noun clause; where he lives is the object of the verb know.
s v s v (c) I know where he lives.	A noun clause has its own subject and verb. In (c): <i>he</i> is the subject of the noun clause; <i>lives</i> is the verb of the noun clause.
(d) I know where my book is. (noun clause)	A noun clause can begin with a question word. (See Chart 14-2.)
(e) I don't know <i>if Ed is married</i> . (noun clause)	A noun clause can begin with <i>if</i> or <i>whether</i> . (See Chart 14-4, p. 409.)
(f) I know that the world is round. (noun clause)	A noun clause can begin with <i>that</i> . (See Chart 14-5, p. 414.)

^{*}A phrase is a group of related words. It does not contain a subject and a verb.

A clause is a group of related words. It contains a subject and a verb.

14-2 NOUN CLAUSES THAT BEGIN WITH A QUESTION WORD

These question words can be used to introduce a noun clause: when, where, why, how, who, whom, what, which, whose.

INFORMATION QUESTION	NOUN CLAUSE	Notice in the examples: Usual question word order is NOT	
(a) Where does he live?(b) When did they leave?(c) What did she say?(d) Why is Tom absent?	 (b) I don't know where he lives. (d) Do you know when they left?* (f) Please tell me what she said. (h) I wonder why Tom is absent. 	used in a noun clause. INCORRECT: I know where does he live. CORRECT: I know where he lives.	
(i) Who came to class? (k) What happened?	(j) I don't know who came to class.(l) Tell me what happened.	In (i) and (j): Question word order and noun clause word order are the same when the question word is used as a subject.	

^{*}A question mark is used at the end of this noun clause because the main subject and the verb of the sentence (Do you know) are in question word order.

Example: Do you know when they left?

Do you know asks a question; when they left is a noun clause.

■ EXERCISE 1. Information questions and noun clauses. (Charts 5-2 and 14-2)

Directions: Are the given words (1) an information question or (2) a noun clause?

- Add "I don't know" and a period to make a sentence with a noun clause. OR
- · Add a capital letter and a question mark if the given words are a question.

1.	I don't know	why he left. (noun clause)
2.		Wwhy did he leave? (information question)
3.	our status translations.	where she is living
4.		where is she living
5.		where did Paul go
6.		where Paul went
7.		what time the movie begins
8.		what time does the movie begin
9.	a a	how old is Kate
10.	July 11	why Yoko is angry
11,		what happened
12.		who came to the party
13.	de male -	who(m) did you see at the party
14.	- 12	what did Sue say
15.		what Sue is talking about

	. Noun clauses that begin with a question word. (Chart 14-2) ons: Complete the dialogues by changing Speaker A's questions to noun clauses.
1. A:	Where does Jim go to school?
B:	I don't know <u>where Jim goes</u> to school.
2. A:	Where did Natasha go yesterday?
B:	I don't know. Do you know yesterday?
3. A:	Why is Maria laughing?
	I don't know. Does anybody know?
4. A:	Why is fire hot?
	I don't know hot.
5. A:	How much does a new Honda cost?
	Peter can tell you
6. A:	Why is Mike always late?
	Don't ask me. I don't understand late.
	How long do birds live?
	I don't know
	When was the first wheel invented?
	I don't know. Do you know
	, Contraction of the second of
9. A:	How many hours does a
	light bulb burn?
В:	I don't know exactly
10. A:	Where did Emily buy her computer?
B:	I don't know her computer.
11. A	Who lives next door to Kate?
B	I don't know next door to Kate.
12. A	Who(m) did Julie talk to?
B	I don't know to.

		information questions and noun clauses. as: Ask and answer questions. Only the leader's b	
g	groups.	A: Ask a question, using the cue.	30 N 10 Open 11 01 11 11 11 11 11 11 11 11 11 11 11
		B: Answer the question, beginning with either "followed by a noun clause.	I don't know" OR "I think"
	_	: Ask () where () lives.	
I		to A: Marco, ask Ingrid where Mustafa lives. ER A: Ingrid, where does Mustafa live?	
		ER B: I don't know where Mustafa lives. OR I th Hall.	ink that Mustafa lives in Reed
		() where () ate breakfast this morning.	
		() what ()'s favorite color is.	
		() when () got up this morning.	at to don
		() why () isn't sitting in his/her usual sea () how () got to class today.	it today.
		() what kind of watch () has.	
		() why () didn't come to class yesterday.	
		() where () went after class yesterday.	
		Information questions and noun clauses. 25: Complete the sentences with the words in pare	
	1. A: \	Where (Susan, eat) did Susan eat lur	nch yesterday?
	B: 1	don't know where (she, eat)she ate	lunch yesterday.
	2. A: 1	Do you know where (Jason, work)	· · · · · · · · · · · · · · · · · · ·
	B: \	Who?	
	A:]	ason. Where (he, work)	
	B: 1	don't know.	
	3. A: 1	Excuse me.	
		Yes. How can I help you?	
		How much (that camera, cost)	?
		You want to know how much (this camera, cost)	
		s that right?	
		No, not that one. The one next to it.	
		How far (you, can run)	without stopping?
		I have no idea. I don't know how far (I, can run)	
	7	without stopping. I've never tried.	

5.	A:	Where (you, see) the ad for the computer sale last week?
	B:	I don't remember where (I, see) it. One of the local
		papers, I think.
6.	A:	Ann was out late last night, wasn't she? When (she, get) in?
	B:	Why do you want to know what time (she, get) home?
	A:	Just curious.
7.	A:	What time (it, is)?
	B:	I don't know. I'll ask Sara. Sara, do you know what time (it, is)?
	C:	Almost four-thirty.
8.	A:	(who, invent) the first refrigerator?
	B:	I don't know (who, invent) the first refrigerator.
		Do you?
9.	A:	Mom, why (some people, be) cruel to other people?
	B:	Honey, I don't really understand why (some people, be)
		cruel to others. It's difficult to explain.
10.	A:	I don't care about the future. All I care about is today.
	B:	Oh? Well, answer this question for me. Where (you, spend)
		the rest of your life?
	A:	What do you mean?
	B:	I mean it's important to pay attention to the future. That's where (you, spend)
		the rest of your life.

QUESTION	NOUN CLAUSE	A noun or pronoun that
v s (a) Who is that boy? V s (c) Whose pen is this?	(b) Tell me who that boy is: S V (d) Tell me whose pen this is.	follows main verb be in a question comes in front of be in a noun clause, as in (b) and (d).
s v (e) Who is in the office? s v (g) Whose pen is on the desk?	(f) Tell me who is in the office. S V (h) Tell me whose pen is on the desk.	A prepositional phrase (e.g in the office) does not come in front of be in a noun clause, as in (f) and (h).

EXERCISE 5. Noun clauses with WHO, WHAT, WHOSE + BE. (Chart 14-3) Directions: Underline and identify the subject and verb of Speaker A's question. Com	plete
Speaker B's noun clause.	*
V S 1. A: Who is that woman?	
B: I don't know who that woman is .	
2. A: Who is on the phone?	
B: I don't know who is on the phone.	
3. A: What is a crow?	
B: I don't know	
4. A: What is in that bag?	
B: I don't know	
5. A: Whose cat is in the driveway?	
B: I don't know	
6. A: Whose car is that?	
B: I don't know	
7. A: What is a violin?	
B: I don't know	
C: It's a musical instrument that has strings.	
8. A: Who is in the doctor's office?	
B: I don't know	
9. A: Whose hammer is this?	
B: I don't know Hey, Hank, do you l	cnow
C: It's Ralph's.	
10. A: Who is Bob's doctor?	
B: I don't know	`~
	-}
11. A: What's at the end of a rainbow?	- J
B: What did you say, Susie?	
A: I want to know	
•	

	<i>Directions:</i> Work Speaker A: Read Speaker B: Char	auses. (Charts 14 in pairs. I the question. Your bage the question to a" Your book is c	oook is open. noun clause.		se with "I don't
S	SPEAKER A (book	does () live? open): Where does a closed): I don't know		ives.	
□ EXERC	2. How old is (3. Where does (4. What is (5. What time do 6. When did (. 7. What time di 8. Who is (9. Who did (CISE 7. Informal Directions: Ask in Expeaker A: Usin cann Expeaker B: Resp	est lunch?)'s last name? pes () usually get one () go to bed last of () go to bed last of call last night? tion questions and formation questions g the given question of ond to the question be	10. 11. 12. 13. up? 14. ght? 15. st night? 16. 17. 18. d noun claus and respond u word, ask any t have to know by saying "I do	Who wrote (Tale What happened What did () Who is that girl? Who are those p What kind of tre Whose (backpack Whose (gloves) as the see. (Charts 5-2 sing noun clauses question that you we the answer to the m't know" followed.	eople? e is that? k) is that? are those? 2, 14-2, and 14-3) are sure Speaker B e question.)
S	clause. Then you can guess at an answer if you wish. Example: when SPEAKER A: When was the first book printed? SPEAKER B: I don't know when the first book was printed. Probably three or four hundre years ago.				
	1. where 2. who	3. how far4. what kind	5. what time6. whose	7. when 8. why	9. what

YES/NO QUESTION	NOUN	CLAUSE	When a yes/no question is	
(a) Is Eric at home?(c) Does the bus stop here?(e) Did Alice go to Chicago?	 (b) I don't know if Eric is at home. (d) Do you know if the bus stops here? (f) I wonder if Alice went to Chicago. 		changed to a noun clause, if usually used to introduce the clause.*	
(g) I don't know if Eric is at ho	me or not.	When <i>if</i> introduces a noun clause, the expression <i>or not</i> sometimes comes at the end of the clause as in (g).		

^{*}See Chart 14-11, p. 425, for the use of if with ask in reported speech.

			that begin with IF or WHETHER. (Chart 14-4) yes/no question to a noun clause.
1	l. yes	/NO QUESTION:	Is Susan here today?
		NOUN CLAUSE:	Can you tell meif (whether) Susan is here today ?
2	2. YES	NO QUESTION:	Will Mr. Pips be at the meeting?
		NOUN CLAUSE:	Do you know?
3	3. yes	S/NO QUESTION:	Did Paulo go to work yesterday?
		NOUN CLAUSE:	I wonder
4	1. YES	s/no question:	Is Barcelona a coastal town?
		NOUN CLAUSE:	I can't remember
5	5. YES	NO QUESTION:	Do you still have Yung Soo's address?
		NOUN CLAUSE:	I don't know
L)irectic		that begin with IF or WHETHER. (Chart 14-4) e dialogues by completing the noun clauses. Use if to introduce
J	1. A:	Are you tired?	
	B:	Why do you wan	nt to know if lam tired?
	A:	You look tired.	I'm worried about you.
2	2. A:	Are you going to	be in your office later today?
	B:	What? Sorry. I	didn't hear you.
	A:		in your office later
		today.	
13	3. A:	Do all birds hav	e feathers?
	B:	Well, I don't rea	lly know for sure
		feathers, but I si	uppose they do.
4	4. A:	Did Rosa take n	ny dictionary off my desk?
	B:	Who?	
	A:	Rosa. I want to	know my dictionary off my desk.
	5. A:	Can Uncle Pete	babysit tonight?
	B:	Sorry. I wasn't	listening. I was thinking about something else.
	A:	Have you talked	to Uncle Pete? We need to know
			tonight.

6.	A: Does Al have a flashlight in his car?	
	B: I'll ask him. Hey, Al! Al! Fred wants to know	a
	flashlight in your car.	
	C: Yeah, I do. Why?	
7.	A: Should I take my umbrella?	
	B: How am I supposed to know	your
	umbrella? I'm not a weather forecaster.	
	A: You're kind of grumpy today, aren't you?	
	E 10. Noun clauses. (Charts 14-2 → 14-4) rections: Change the questions to noun clauses.	
1.	Will it rain tomorrow? I wonder if it will rain tomorrow.	
2.	What time is it? I wonder	
3.	What is an amphibian? Do you know	
4.	Is a frog an amphibian? Can you tell me	
5.	What's on TV tonight? I wonder	
6.	What is the speed of sound? Do you know	
7.	Does sound travel faster than light? Do you know	
8.	Are dogs colorblind? Do you know	
9.	Why is the sky blue? Annie wants to know	
10.	Do insects have ears? Annie also wants to know	
11.	Have beings from outer space ever visited the earth?	
	I wonder	
12.	How do dolphins communicate with each other? WHAT DID YOU SAY?	
	Do scientists know	
13.	Can people communicate with dolphins?	
	I wonder	
	E-CLICK MISTLE	-WHISTLE-CLICK
	WHISTE	John Marie
	CHICK CHICK WHISTLE - CHICK	
	cult	No p
	Welland and a second	10000
		2 3 5

■ EXERCISE 11. Noun clauses. (Charts 14-2 → 14-4) Directions: Practice using noun clauses. Speaker A: Ask the given question. Your book is open. Speaker B: Restate A's question, beginning with "You want to know" and ask if that is right. Your book is closed. Speaker A: Tell B if that is right. Speaker B: Answer the question. Example: Is (. . .) at the bank? SPEAKER A (book open): Is Gina at the bank? SPEAKER B (book closed): You want to know if Gina is at the bank. Is that right? SPEAKER A (book open): Yes, that's right. SPEAKER B (book closed): I don't know if Gina is at the bank. OR No. Gina isn't at the bank. She's here in class. OR Yes, she is. Gina is at the bank. Switch roles. 10. Is there a pay phone in this building? 1. Does (...) have a bicycle? 2. What time does class end? 11. Why is (...) absent today? 3. Can (. . .) sing? 12. Whose pen is that? 4. What does "delicious" mean? 13. How much does a new refrigerator cost? 5. Whose books are those? 14. Does (...) speak (name of a language)? 6. Is (. . .) married? 15. What kind of wristwatch does (...) have? 7. Where did (...) go last night? 16. Is (...) planning to take another English course? 8. Does (. . .) have a job? 17. Who is the mayor of (name this city/town)? 9. Who is that person? 18. Who is in charge of the English classes at this school? □ EXERCISE 12. Noun clauses. (Charts 14-2 → 14-4) Directions: Answer the questions using the words in **boldface**. Give two or three different answers. Work in groups or as a class. Example: What do you know? where → SPEAKER A: I know where Madagascar is located. SPEAKER B: I know where (. . .)'s dictionary is. SPEAKER C: I know where my parents got married. QUESTION 1: What do you know? QUESTION 2: What do you NOT know? a. where a. where b. what b. *if* c. why c. why d. who d. who e. whose

QUESTION 3: What do you want to know?

a. if

b. when

c. what

d. who

QUESTION 4: What do you wonder?

a. why

b. if

c. what

d. who

e. how

f. whether

\square EXERCISE 13. Noun clauses. (Charts 14-1 \rightarrow 14-4)

Directions: What are some of the things you wonder about? Consider the given topics. Create sentences using "I wonder . . . (why, when, how, if, whether, etc.)." Work in groups or as a class.

Example: fish

→ I wonder how many fish there are in the world.

I wonder how many different kinds of fish there are in the world.

I wonder how long fish have lived on earth.

I wonder whether fish can communicate with each other.

I wonder if fish in fish tanks are happy.

Etc.

1. birds

5. electricity

2. the earth

6. dinosaurs

3. (name of a person you know)

7. (topic of your own choosing)

4. events in the future

EXERCISE 14. Noun clauses and questions. (Charts 5-2 and 14-1 → 14-4)

Directions: Create questions and answer them using noun clauses. Work in pairs.

Speaker A: Ask a question. Use the suggestions below. Try to ask a question that Speaker B can't answer.

Speaker B: Answer the question if you can. If you can't, say "I don't know . . ." followed by a noun clause. Then you can guess at the answer if you wish.

Example: location of X*

SPEAKER A: Where is Mr. Fong's briefcase right now?

SPEAKER B: Under his desk. OR I don't know where his briefcase is. I suppose he left it at home today.

Switch roles.

1. location of X

2. cost of X

3. owner of X

4. reason for X

5. person who did X

6. country X is from

7. meaning of X

8. time of X

9. amount of X

10. year that X happened

11. type of X

12. distance from X to Y

^{*&}quot;X" simply indicates that the questioner should supply her/his own ideas.

s v O (a) Think that Mr. Jones is a good teacher. (b) I hope that you can come to the game. (c) Mary realizes that she should study harder. (d) I dreamed that I was on the top of a mountain. (e) I think that Mr. Jones is a good teacher. (f) I think Ø Mr. Jones is a good teacher.			In (a): the clause. It That-clau verbs that below.)	lause can be introduced by the word that at Mr. Jones is a good teacher is a noun t is the object of the verb think. It is the object of the verb think. It is sees are frequently used as the objects of the expression mental activity. (See the list of that is often omitted, especially in (e) and (f) have the same meaning.
COMMON VERBS FOL	LOWED BY THAT-CL	AUSES*		
assume that	feel that	learn t	hat	read that
believe that	hear that	notice i	that	say that
discover that	hope that	predict	that	suppose that
dream that	know that	prove t	hat	think that

^{*}The verbs in the above list are those that are emphasized in the exercises. Some other common verbs that can be followed by that-clauses are:

agree that	fear that	imagine that	realize that	reveal that
conclude that	figure out that	indicate that	recall that	show that
decide that	find out that	observe that	recognize that	suspect that
demonstrate that	forget that	presume that	regret that	teach that
doubt that	guess that	pretend that	remember that	understand that

■ EXERCISE 15. THAT-clauses. (Chart 14-5)

Directions: Add the word that in the appropriate place to mark the beginning of a noun clause.

+1001+

- 1. I think $_{\wedge}$ most people have kind hearts.
- 2. Last night I dreamed I was at my aunt's house.
- 3. I believe we need to protect endangered species of animals.
- 4. I know Matt walks to school every day. I assume he doesn't have a bicycle.
- 5. Did you notice Ji Ming wasn't in class yesterday? I hope he's okay.
- 6. I trust Linda. I believe what she said. I believe she told the truth.
- 7. In yesterday's newspaper, I read half of the people in the world have never used a telephone of any kind in their entire lives.
- 8. The population of New York City is extraordinarily diverse. Did you know forty percent of the people who live in New York City are foreign born? Many people believe these immigrants are revitalizing the city.

- 9. A: Do you think a monster really exists in Loch Ness in Scotland?
 - B: I don't know. Look at this story in the newspaper. It says some investigators say they can prove the Loch Ness Monster exists.
 - A: You shouldn't always believe what you read in the newspapers.



	EXERCISE	16.	THAT-clauses.	(Chart	14-5
--	----------	-----	---------------	--------	------

be certain that

be convinced that

Directions: Complete the sentences with your own words. Omit the word that if you wish.

I believe that
 I assume that
 Have you ever noticed that . . .?
 Do you realize that . . .?
 I can prove that . . .
 I predict that . . .
 I've heard that
 Did you know that . . .?

(c) I'm sorry that I	e bus stops here. u're feeling better today. missed class yesterday. ted that the peace conference.	ence failed.	with be The wor in mean	uses can follow certain expressions + adjective or be + past participle. In that can be omitted with no changing: It is sure Ø the bus stops here.
(e) It is true that the world is round.(f) It is a fact that the world is round.				nmon expressions followed by that- are: true (that) a fact (that)
COMMON EXPRESSION be afraid that be aware that	ons FollowED BY THAT- be disappointed that be glad that	CLAUSES* be sorry the be sure tha	It is	

be surprised that

be worried that

be amazed that	he delighted that	be impressed that	be sad that
be angry that	be fortunate that	be lucky that	be shocked that
be ashamed that	be furious that	be positive that	be terrified that
be astounded that	be horrified that	be proud that	be thrilled that

be happy that

be pleased that

^{*}The above list contains expressions emphasized in the exercises. Some other common expressions with **be** that are frequently followed by *that*-clauses are:

■ EXERCISE 17. THAT-clauses. (Charts 14-5 and 14-6)

Directions: Add the word that wherever possible.

that

- 1. A: Welcome. We're glad , you could come.
 - B: Thank you. I'm happy to be here.
- 2. A: Thank you so much for your gift.
 - B: I'm so pleased you like it.
- 3. A: I wonder why Tom was promoted to general manager instead of Ann.
 - B: So do I. I'm surprised Ann didn't get the job. I think she is more qualified.
- 4. A: Are you afraid another nuclear disaster like the one at Chernobyl might occur?
 - B: Yes. I'm convinced it can happen again.
- 5. A: Are you aware you have to pass the English test to get into the university?
 - B: Yes, but I'm not worried about it. I'm certain I'll do well on it.
- 6. A: I'm disappointed my son quit his job. I realize young people must follow their own paths, but I'm worried my son's path isn't going to lead him to a rewarding career.
 - B: Don't forget he's grown up now and responsible for himself. I think he'll be fine. You shouldn't worry about him. He knows what he's doing.
- 7. It is a fact some ancient Egyptian cats wore earrings.
- 8. Are you aware dinosaurs lived on earth for one hundred and twenty-five million (125,000,000) years? Is it true human beings have lived on earth for only four million (4,000,000) years?
- 9. A: Is it a fact blue whales are the largest creatures on earth?
 - B: Yes. In fact, I believe they are the largest creatures that have ever lived on earth.

■ EXERCISE 18. THAT-clauses. (Charts 14-5 and 14-6)

Directions: Read each dialogue. Then use the expressions in parentheses to explain what the people are talking about.

DIALOGUE 1. ALICIA: I really like my English teacher.

BONNIE: Great! That's wonderful. It's important to have a good English teacher.

(think that, be delighted that)

→ Alicia thinks that her English teacher is very good.
Bonnie is delighted that Alicia likes her English teacher.
Bonnie thinks that it's important to have a good English teacher.

DIALOGUE 2. MRS. DAY: How do you feel, honey? You might have the flu. BOBBY: I'm okay, Mom. Honest. I don't have the flu.

(be worried that, be sure that)

DIALOGUE 3. KIM: Did you really fail your chemistry course? How is that possible?

> I didn't study hard enough. I was too busy having fun with my TINA:

friends. I feel terrible about it.

(be surprised that, be disappointed that)

DIALOGUE 4. DAVID: Mike! Hello! It's nice to see you.

MIKE: It's nice to be here. Thank you for inviting me.

(be glad/happy/pleased that)

DIALOGUE 5. FRED: Susan has left. Look. Her closet is empty. Her suitcases are

gone. She won't be back. I just know it!

She'll be back. ERICA:

(be afraid that, be upset that, be sure that)

DIALOGUE 6. JOHN: I heard you were in jail. I couldn't believe it!

> ED: Neither could I! I was arrested for robbing a house on my block. Can you believe that? It was a case of mistaken identity. I didn't

have to stay in jail long.

(be shocked that, be relieved that)

□ EXERCISE 19. THAT-clauses. (Charts 14-5 and 14-6)

Directions: Complete the sentences. Use any appropriate verb form in the that-clause. (Notice the various verb forms used in the example.) Omit that if you wish.

Example: I'm glad that

- the weather is nice today. Sam is going to finish school. I can speak English.

1. I'm pleased that

8. I'm afraid that*

2. I'm sure that

9. Are you aware that . . . ?

3. I'm surprised that

10. I'm disappointed that

4. Are you certain that . . .?

11. I'm convinced that

5. I'm very happy that

12. Is it true that

6. I'm sorry that

13. It is a fact that

7. I'm not sorry that

14. It's not true that

Sometimes be afraid expresses polite regret:

^{*}Sometimes be afraid expresses fear:

I don't want to go mean that dog. I'm afraid that it will bite me.

I'm afraid you have the wrong number. I'm sorry, but I think you have the wrong number.

I'm afraid I can't come to your party. = I'm sorry, but I can't come to your party.

☐ EXERCISE 20. THAT-clauses. (Charts 14-5 and 14-6)

Directions: What are your views on the following topics? Introduce your opinion with an expression from the given list, then state your opinion in a *that*-clause. Discuss your opinions in groups, as a class, or in writing.

Example: guns

→ I believe that ordinary people shouldn't have guns in their homes.

I think anyone should be able to have any kind of gun.

I have concluded that countries in which it is easy to get a gun have a higher rate of murder than other countries do.

am certain that	believe that	hope that
am convinced that	can prove that	predict that
am sure that	have concluded that	think that

- 1. smoking (cigarettes, cigars, pipes)
- 2. a controversy at your school (perhaps something that has been on the front pages of a student newspaper)
- 3. a recent political event in the world (something that has been on the front pages of the newspaper)
- 4. the importance of protecting the environment
- 5. freedom of the press vs. government-controlled news

14-7 SUBSTITUTING SO FOR A THAT-CLAUSE IN

6. solutions to world hunger

CONVERSATIONAL RESPONSES				
 (a) A: Is Ana from Peru? B: I think so. (so = that Ana is from Peru) (b) A: Does Judy live in Dallas? B: I believe so. (so = that Judy lives in Dallas) (c) A: Did you pass the test? B: I hope so. (so = that I passed the test) 	Think, believe, and hope are frequently followed by so in conversational English in response to a yes/no question. They are alternatives to yes, no, or I don't know. So replaces a that-clause. INCORRECT: I think so that Ana is from Peru.			
(d) A: Is Jack married? B: I don't think so. / I don't believe so.	Negative usage of think so and believe so: do not think so / do not believe so			
(e) A: Did you fail the test? B: I hope not.	Negative usage of hope in conversational responses: hope not. In (e): I hope not = I hope I didn't fail the test. tNCORRECT: I don't hope so.			
(f) A: Do you want to come with us? B: Oh, I don't know. I guess so.	Other common conversational responses: I guess so. I guess not.			

I suppose so. I suppose not.

☐ EXERCISE 21. Substituting SO for a THAT-clause. (Chart 14-7)

Directions: Restate Speaker B's answers to Speaker A's questions by using a that-clause.

- 1. A: Is Karen going to be home tonight?
 - B: I think so. → I think that Karen is going to be home tonight.
- 2. A: Are we going to have a test in grammar tomorrow?
 - B: I don't believe so.
- 3. A: Will Margo be at the conference in March?
 - B: I hope so.
- 4. A: Can cats swim?
 - B: I believe so.

- 5. A: Do gorillas have tails?
 - B: I don't think so.
- 6. A: Will Janet be at Omar's wedding?
 - B: I suppose so.
- 7. A: Will your flight be canceled because of the bad weather in Copenhagen?
 - B: I hope not.

■ EXERCISE 22. Substituting SO for a THAT-clause. (Chart 14-7)

Directions: Answer the questions by using think so or believe so if you are not sure, or yes or no if you are sure. Work in pairs or as a class.

Example:

SPEAKER A (book open): Does this book have more than 500 pages?

SPEAKER B: (book closed): I think / believe so. OR

I don't think / don't believe so. OR

Yes, it does. / No, it doesn't.

- 1. Are we going to have a grammar quiz tomorrow?
- 2. Do spiders have noses?
- 3. Do spiders have eyes?
- 4. Is there a fire extinguisher in this building?
- 5. Is Toronto farther north than New York City?
- 6. Does the word "patient" have more than one meaning?
- 7. Don't look at your watch. Is it (supply a time) yet?
- 8. Is next Tuesday the (supply a date)?

(Switch roles if working in pairs.)

- 9. Does the word "dozen" have more than one meaning?
- 10. Is your left foot bigger than your right foot?
- 11. Do gorillas eat meat?
- 12. Is Bangkok farther from the equator than Mexico City?
- 13. Can I buy a window fan at (name of a local store)?
- 14. Do any English words begin with the letter "x"?
- 15. Do you know what a noun clause is?
- 16. Is (...) getting married soon?

14-8 QUOTED SPEECH

Sometimes we want to quote a speaker's words—to write a speaker's exact words. Exact quotations are used in many kinds of writing, such as newspaper articles, stories and novels, and academic papers. When we quote a speaker's words, we use quotation marks.

(a) SPEAKERS' EXACT WORDS Jane: Cats are fun to watch. Mike: Yes, I agree. They're graceful and playful. Do you own a cat?	(b) QUOTING THE SPEAKERS' WORDS Jane said, "Cats are fun to watch." Mike said, "Yes, I agree. They're graceful and playful. Do you own a cat?"
(c) HOW TO WRITE QUOTATIONS 1. Add a comma after said.* 2. Add quotation marks.** 3. Capitalize the first word of the quotation. 4. Write the quotation. Add a final period. 5. Add quotation marks after the period.	Jane said, " → Jane said, "Cats → Jane said, "Cats are fun to watch.
 (d) Mike said, "Yes, I agree. They're graceful and playful. Do you own a cat?" (e) INCORRECT: Mike said, "Yes, I agree." "They're graceful and playful." "Do you own a cat?" 	When there are two (or more) sentences in a quotation, put the quotation marks at the beginning and end of the whole quote, as in (d). Do not put quotation marks around each sentence As with a period, put the quotation marks after a question mark at the end of a quote.
(f) "Cats are fun to watch," Jane said. (g) "Do you own a cat?" Mike asked.	In (f): Notice that a comma (not a period) is used at the end of the quoted sentence when Jane said comes after the quote. In (g): Notice that a question mark (not a comma) is used at the end of the quoted question .

^{*}Other common verbs besides say that introduce questions: admit, announce, answer, ask, complain, explain, inquire, report, reply, shout, state, write.

■ EXERCISE 23. Quoted speech. (Chart 14-8)

Directions: Write sentences in which you quote the speaker's exact words. Use said or asked. Punctuate carefully.

- 1. ANN: My sister is a student.
 - → Ann said, "My sister is a student." OR "My sister is a student," Ann said.
- 2. ANN: Is your brother a student?
- 3. RITA: We're hungry.
- 4. RITA: We're hungry. Are you hungry too?***

^{**}Quotation marks are called "inverted commas" in British English.

^{***}Rita said can come

⁽¹⁾ at the beginning of the quote: Rita said, "I'm tired. I'm going to bed."

⁽²⁾ in the middle of the quote: "I'm tired," Rita said. "I'm going to bed."

⁽³⁾ at the end of the quote: "I'm tired. I'm going to bed," Rita said.

- 5. RITA: We're hungry. Are you hungry too? Let's eat.
- 6. JOHN F. KENNEDY: Ask not what your country can do for you. Ask what you can do for your country.
- 7. THE FOX: I'm going to eat you.* THE RABBIT: You have to catch me first!



☐ EXERCISE 24. Quoted speech. (Chart 14-8)

Directions: Practice punctuating quoted speech. Notice that a new paragraph signals a change in speakers.

Both of your parents are deaf, aren't they I asked Roberto. Yes, they are he replied

I'm looking for someone who knows sign language I said. you know sign language I asked.

He said of course I do. I've been using sign language with my parents since I was a baby. It's a beautiful and expressive language. I often prefer it to spoken language.

A deaf student is going to visit our class next Monday. Could you interpret for her I asked.

I'd be delighted to he answered. I'm looking forward to meeting her. Can you tell me why she is coming?

She's interested in seeing what we do in our English classes I said.

^{*}In fables, animals are frequently given the ability to speak.

■ EXERCISE 25. Quoted speech. (Chart 14-8)

Directions: Practice writing quoted speech. Only the teacher's book is open.

- 1. Write exactly what I say. Identify that I said it. Punctuate carefully.
 - a. (Say one short sentence—e.g., The weather is nice today.)
 - b. (Say two short sentences—e.g., The weather is nice today. It's warm.)
 - c. (Say two short sentences and one question—e.g., The weather is nice today. It's warm. Do you like warm weather?)
- 2. Write exactly what your classmates say.
 - a. (. . .), please say one short sentence.
 - b. (. . .), please ask one short question.
 - c. (. . .), please say one short sentence and ask one short question.
- 3. (...) and I are going to have a short conversation. Everyone should write exactly what we say.
- 4. Pair up with another student. Have a brief conversation. Then write your conversation using quoted speech.

☐ EXERCISE 26. Quoted speech. (Chart 14-8)

Directions: Write a composition. Choose one of the following topics.

Topics:

- 1. Write a fable from your country in which animals speak. Use quotation marks.
- 2. Write a children's story that you learned when you were young. When the characters in your story speak, use quotation marks.
- 3. Make up a children's story. When the characters in your story speak, use quotation marks.
- 4. Make up any kind of story. When the characters in your story speak, use quotation marks.
- 5. Write a joke in which at least two people are talking to each other. Use quotation marks when the people are speaking.
- 6. Make up an interview you would like to have with a famous person. Use your imagination. Write the imaginary interview using quotation marks.

14-9 QUOTED SPEECH vs. REPORTED SPEECH			
QUOTED SPEECH (a) Ann said, "I'm hungry." (b) Tom said, "I need my pen."	Quoted speech = giving a speaker's exact words. Quotation marks are used.*		
REPORTED SPEECH (c) Ann said (that) she was hungry. (d) Tom said (that) he needed his pen.	Reported speech = giving the idea of a speaker's words. Not all of the exact words are used; pronouns and verb forms may change. Quotation marks are NOT used.*		

^{*}Quoted speech is also called "direct speech." Reported speech is also called "indirect speech."

Directions: Change the p				ech.		
1. Mr. Smith said, "I ne	eed help with my	/ luggage."				
→ Mr. Smith said that <u>he</u> needed help with <u>his</u> luggage.						
2. Mrs. Peacock said, "	I am going to vis	sit my brother."				
→ Mrs. Peacock said	→ Mrs. Peacock said that was going to visit brother					
3. Sue and Tom said, "	3. Sue and Tom said, "We don't like our new apartment."					
→ Sue and Tom said	that	didn't like		new apartment.		
4. Joe said to me, "I wi	ll call you."					
→ Joe said	would ca	II				
5. Paul said to me, "I'll	meet you at you	ır house after I fi	nish my work at	my house."		
→ Paul said that	wo	uld meet	at			
house after	finishe	ed	work at			
house.						
14-10 VERB FORMS	IN REPOI	RTED SPE	ЕСН			
(a) QUOTED: Joe said, "I feel good."				verb (e.g., said) is		
(b) REPORTED: Joe said he felt good(c) QUOTED: Sue said, "I am happy		in the past, the vi		ause is often also		
(d) REPORTED: Sue said she was ha						
-Ann said, "I am hungry."				in the noun clause		
(e) A: What did Ann just say? I diB: She said she is hungry.	dn't hear her.		a past form, espe- after they are said	2		
(f) A: What did Ann say when she	got home last	In later reporting, however, or in formal English, a				
night? B: She said she <i>was</i> hungry.		past verb is com	nonly used, as in	(1).		
(g) Ann says (that) she is hungry.		If the reporting v change is made it	erb is present ten n the noun clause	se (e.g., says), no verb.		
QUOTED SPEECH	The state of the s	D SPEECH ter reporting	The second second	ED SPEECH mediate reporting		
He said, "I work hard."	He said he work		He said he wor			
He said, "I am working hard." He said, "I worked hard."			He said he <i>is w</i> He said he <i>wor</i>			

He said he had worked hard.

hard.

He said he was going to work

He said he would work hard.

He said he could work hard.

He said, "I have worked hard."

He said, "I am going to work

He said, "I will work hard."

He said, "I can work hard."

hard."

He said he has worked hard.

He said he is going to work

He said he will work hard.

He said he can work hard.

	E 28. Reported speech: formal verb forms. (Chart 14-10) rections: Complete the reported speech sentences. Use formal verb forms.
1.	Sara said, "I need some help."
	→ Sara said (that) she <u>needed</u> some help.
2.	Linda said, "I'm meeting David for dinner."
	→ Linda said (that) she David for dinner.
3.	Ms. Bell said, "I have studied in Cairo."
	→ Ms. Bell said (that) she in Cairo.
4.	Bill said, "I forgot to pay my electric bill."
	→ Bill said (that) he to pay his electric bill.
5.	Barbara said, "I am going to fly to Hawaii for my vacation."
	→ Barbara said (that) she to Hawaii for her vacation.
6	I said, "I'll carry the box up the stairs."
	\rightarrow I said (that) I the box up the stairs.
7.	Taufik said to me, "I can teach you to drive."
	→ Taufik said (that) he me to drive.
	Taunk said (that) he hie to drive.
Di	SE 29. Quoted vs. reported speech. (Charts 14-9 and 14-10) rections: Change the quoted speech to reported speech. Change the verb in quoted eech to a past form in reported speech if possible.
Di sp	SE 29. Quoted vs. reported speech. (Charts 14-9 and 14-10) rections: Change the quoted speech to reported speech. Change the verb in quoted
Di sp	SE 29. Quoted vs. reported speech. (Charts 14-9 and 14-10) rections: Change the quoted speech to reported speech. Change the verb in quoted eech to a past form in reported speech if possible. Jim said, "I'm sleepy."
Di sp	SE 29. Quoted vs. reported speech. (Charts 14-9 and 14-10) rections: Change the quoted speech to reported speech. Change the verb in quoted eech to a past form in reported speech if possible. Jim said, "I'm sleepy." Jim said (that) he was sleepy.
Di sp 1 2 3	SE 29. Quoted vs. reported speech. (Charts 14-9 and 14-10) rections: Change the quoted speech to reported speech. Change the verb in quoted eech to a past form in reported speech if possible. Jim said, "I'm sleepy." Jim said (that) he was sleepy. Sally said, "I don't like chocolate."
Di sp 1 2 3 4 5	SE 29. Quoted vs. reported speech. (Charts 14-9 and 14-10) *rections: Change the quoted speech to reported speech. Change the verb in quoted eech to a past form in reported speech if possible. Jim said, "I'm sleepy." Jim said (that) he was sleepy. Sally said, "I don't like chocolate." Mary said, "I'm planning to take a trip with my family." Tom said, "I have already eaten lunch." Kate said, "I called my doctor."
Di sp 1 2 3 4 5	SE 29. Quoted vs. reported speech. (Charts 14-9 and 14-10) frections: Change the quoted speech to reported speech. Change the verb in quoted eech to a past form in reported speech if possible. Jim said, "I'm sleepy." Jim said (that) he was sleepy. Sally said, "I don't like chocolate." Mary said, "I'm planning to take a trip with my family." Tom said, "I have already eaten lunch."
Di sp 1 2 3 4 5 6	SE 29. Quoted vs. reported speech. (Charts 14-9 and 14-10) *rections: Change the quoted speech to reported speech. Change the verb in quoted eech to a past form in reported speech if possible. Jim said, "I'm sleepy." Jim said (that) he was sleepy. Sally said, "I don't like chocolate." Mary said, "I'm planning to take a trip with my family." Tom said, "I have already eaten lunch." Kate said, "I called my doctor."
Di sp 1 2 3 4 5 6 7	SE 29. Quoted vs. reported speech. (Charts 14-9 and 14-10) rections: Change the quoted speech to reported speech. Change the verb in quoted eech to a past form in reported speech if possible. Jim said, "I'm sleepy." Jim said (that) he was sleepy. Sally said, "I don't like chocolate." Mary said, "I'm planning to take a trip with my family." Tom said, "I have already eaten lunch." Kate said, "I called my doctor." Mr. Rice said, "I'm going to go to Chicago."
Di sp 1 2 3 4 5 6 7 8	SE 29. Quoted vs. reported speech. (Charts 14-9 and 14-10) Prections: Change the quoted speech to reported speech. Change the verb in quoted eech to a past form in reported speech if possible. Jim said, "I'm sleepy." → Jim said (that) he was sleepy. Sally said, "I don't like chocolate." Mary said, "I'm planning to take a trip with my family." Tom said, "I have already eaten lunch." Kate said, "I called my doctor." Mr. Rice said, "I'm going to go to Chicago." Eric said to me, "I will come to your house at ten."

14-11 COMMON REPORTING VERBS: TELL, ASK, ANSWER/REPLY

 (a) Ann said that she was hungry. (b) Ann told me that she was hungry. (c) Ann told Tom that she was hungry. INCORRECT: Ann told that she was hungry. INCORRECT: Ann said me that she was hungry. 	A main verb that introduces reported speech is called a "reporting verb." Say is the most common reporting verb* and is usually followed immediately by a noun clause, as in (a). Tell is also commonly used. Note that told is followed by me in (b) and by Tom in (c). Tell needs to be followed immediately by a (pro)noun object and then by a noun clause.
 (d) QUOTED: Sue said (to me), "Are you tired?" REPORTED: Sue asked (me) if I was tired. (e) Sue wanted to know if I was tired. Sue wondered if I was tired. Sue inquired whether or not I was tired. 	Asked, not said, is used to report questions. Questions are also reported by using want to know, wonder, and inquire.
(f) QUOTED: I said (to Ann), "I am not tired." REPORTED: I answered/replied that I wasn't tired.	The verbs <i>answer</i> and <i>reply</i> are often used to report replies.

EXERCISE 30. SAY vs. TELL vs. ASK. (Chart 14-11) Directions: Complete the sentences with said, told, or asked.
1. Karen told me that she would be here at one o'clock.
2. Tom said that he was going to get here around two.
3. Maryasked_ me what time I would arrive.
4. Jack that I had a message.
5. Jack me that someone had called me around ten-thirty.
6. I Jack if he knew the caller's name.
7. I had a short conversation with Alice yesterday. I her that I would
help her move into her new apartment next week. She that she would
welcome the help. She me if I had a truck or knew anyone who had
truck. I her Jason had a truck. She she would call him
8. My uncle in Chicago called and that he was organizing a surprise
party for my aunt's 60 th birthday. He me if I could come to Chicago
for the party. I him that I would be happy to come. I
when it was. He it was the last weekend in August.

^{*}Other common reporting verbs: Ann announced, commented, complained, explained, remarked, stated that she was hungry.

■ EXERCISE 31. SAY vs. TELL vs. ASK. (Chart 14-11)

Directions: Use said, told, and asked in reported speech. Work in groups or as a class.

Speaker A: Choose a sentence at random from the list and whisper it to B.

Speaker B: Report what Speaker A said. Use either informal or formal verb forms in the noun clause, as you prefer.*

Example:

SPEAKER A: I need to talk to you after class. (whispered to B)

SPEAKER B: Ali told me/said he needed to talk to me after class. (reported aloud)

Are you going to be at home tonight? I'll call you tomorrow. Can you hear what I'm saying? Have you ever met (name of a person)? ✓I need to talk to you after class. What are you going to do after class today? I'll meet you after class for a cup of coffee. I'm getting hungry. I walked to school this morning I'm not going to be in class tomorrow. Your pronunciation is very good. Have you seen (name of a current movie)? What kind of food do you like best? I've already seen (name of a current movie). Is (name of a person) married? Can you speak (name of a language)? How long have you been married? Do you know how to cook (name of a dish)?

Are you going to take another English class?

■ EXERCISE 32. Noun clauses and questions. (Charts 5-2, 14-2 → 14-4, and 14-11)

Directions: Create questions, then report them using noun clauses.

Student A: Write five questions you want to ask Student B about his/her life or opinions. Sign your name. Hand the questions to Student B.

Student B: Report what Student A wants to know. Make your report orally to the class (or to a smaller group) or in writing. Provide the information if you can or want to.

Example:

Student A's list of questions:

1. Where were you born?

Do you think it's going to rain?

- 2. What is your favorite color?
- 3. What do you think about the recent election in your country?
- 4. Who do you admire most in the world?

Student B's report:

- 1. (Student A) wants to know where I was born. I was born in (Caracas).
- 2. He/She asked me what my favorite color is/was. Blue, I guess.
- 3. He/She wants to know what I think about the recent election in my country. I'm very pleased about the election. The new leader will be good for my country.
- 4. He/She wants to know who I admire most in the world. I'll have to think about that. Probably my parents.

^{*}In everyday spoken English, native speakers sometimes change noun clause verbs to past forms, and sometimes they don't. In an informal reporting situation such as in this exercise, either informal/immediate reporting or formal/later reporting tenses are appropriate.

■ EXERCISE 33. Reported vs. quoted speech. (Charts 14-9 → 14-11)

Directions: Change the reported speech to quoted speech. Begin a new paragraph each time the speaker changes. Pay special attention to pronouns, verb forms, and word order.

Example: This morning my mother asked me if I had gotten enough sleep last night. I told her that I was fine. I explained that I didn't need a lot of sleep. She told me that I needed to take better care of myself.

WRITTEN: This morning my mother said, "Did you get enough sleep last night?" "I'm fine," I replied. "I don't need a lot of sleep." She said, "You need to take better care of yourself."

- 1. In the middle of class yesterday, my friend tapped me on the shoulder and asked me what time it was. I told her it was two-thirty.
- 2. I met Mr. Redford at the reception for international students. He asked me where I was from. I told him I was from Argentina.
- 3. When I was putting on my hat and coat, Robert asked me where I was going. I told him that I had a date with Anna. He wanted to know what we were going to do. I told him that we were going to a movie.

■ EXERCISE 34. Reported speech. (Charts 14-9 → 14-11)

Directions: In a written report, change the quoted speech to reported speech. Use formal sequence of tenses.

Example: QUOTED: "What are you doing?" Mr. Singh asked me.

"I'm doing a grammar exercise," I told him.

REPORTED: Mr. Singh asked me what I was doing. I told him

(that) I was doing a grammar exercise.

QUOTED CONVERSATION ONE:

"Where's Bill?" Susan asked me.

"He's in the lunch room," I replied.

"When will he be back in his office?" she wanted to know.

I said. "He'll be back around two."

QUOTED CONVERSATION TWO:

"Can you help me clean the hall closet?" Mrs. Ball asked her husband.

"I'm really busy," he told his wife.

"What are you doing?" she wanted to know.

"I'm fixing the zipper on my winter jacket," he replied.

Then she asked him, "Will you have some time to help me after you fix the zipper?" He said, "I can't because I have to watch a really important ball game on TV."

With a note of exasperation in her

voice, Mrs. Ball finally said, "I'll clean the closet myself."



■ EXERCISE 35. Reported speech. (Charts 14-9 → 14-11)

Directions: Complete the written report based on what the people in the picture say. Use the formal sequence of tenses.

AT THE RESTAURANT



•	One day Susan and Pa	ul were at a	restaurant.	Susan pic	ckea up	ner menu	and looked
at it.	Paul left his menu on	the table.	Susan asked	Paul	what	he was	going to
	have . He said			·		anything	because
he _		He _		already			
Susa	n was surprised. She s	isked him w	hy			·	He told her

■ EXERCISE 36. Reported speech. (Charts 14-9 → 14-11)

Directions: Work in pairs. Each pair should create a short dialogue (five to ten sentences) based on one of the given situations. Each pair will then present their dialogue to the class. After the dialogue, the class will report what was said.

Sample situation: Have a conversation about going to the zoo.

Sample dialogue:

ANN: Would you like to go to the zoo tomorrow?

BOB: I can't. I have to study.

ANN: That's too bad. Are you sure you can't go? It will take only a few hours.

BOB: Well, maybe I can study in the morning and then go to the zoo in the afternoon.

ANN: Great!

Sample report:

Ann asked Bob if he wanted to go to the zoo tomorrow. Bob said that he couldn't go because he had to study. Ann finally persuaded him to go. She said that it would take only a few hours. Bob decided that he could study in the morning and go to the zoo in the afternoon.

(Notice in the sample report: The writer gives the idea of the speakers' words without necessarily using the speakers' exact words.)

- Have a conversation in which one of you invites the other to a party.
- 2. One of you is a teenager, and the other is a parent. The teenager is having problems at school and is seeking advice and encouragement.
- 3. The two of you are a married couple. One of you is reminding the other about the things s/he should or has to do today.
- 4. Have a conversation in which one of you persuades the other to begin a health program by taking up a new kind of exercise (jogging, walking, tennis, etc.). Beginning of the dialogue:
 - A: I need to get some physical exercise.
 - B: Why don't you take up . . . ?
 - A: No, I don't want to do that.
- 5. One of you is fourteen years old, and the other is the parent. The fourteen-year-old wants to stay out late tonight. What will the parent say?
- 6. One of you is a store detective, and the other is a shoplifter. The store detective has just seen the shoplifter take something.
- 7. One of you is a stubborn, old-fashioned, uneducated person who thinks the world is flat. The other tries to convince the stubborn one that the world is round.

■ EXERCISE 37. Error analysis: noun clauses. (Chapter 14)

Directions: Correct the errors.

- 1. My friend knows where do I live.
- 2. I don't know what is your e-mail address?
- 3. I think so that Mr. Lee is out of town.
- 4. Can you tell me that where Victor is living now?
- 5. I asked my uncle what kind of movies does he like.
- 6. I think, that my English has improved a lot.
- 7. Is true that people are basically the same everywhere in the world.
- 8. A man came to my door last week. I don't know who is he.
- 9. I want to know does Pedro have a laptop computer.
- 10. They have no children, but their dog understands what do they say.
- 11. Sam and I talked about his classes. He told that he don't like his algebra class.

- 12. A woman came into the room and ask me Where is your brother?
- 13. I felt very relieved when the doctor said, you will be fine. It's nothing serious.
- 14. I can understand what do I read in the newspaper, but if someone speaks the same sentences to me, I can't understand what is he saying.
- 15. My mother asked me that: "When you will be home,,?

\square EXERCISE 38. Noun clauses and questions. (Charts 5-2 and 14-1 \rightarrow 14-4)

Directions: Do you agree or disagree with the given quote? What do you think about the role of technology in children's education? Discuss in groups or as a class. Write a summary of your views.

"Technology brings into the classroom new capabilities and possibilities in a child's learning environment. However, the most important factor in whether an educational setting is effective for a child is the teacher. The second most critical factor in a child's educational success is the child's home. Technology is far down the list of things that really make a difference, but it can make a difference."

> — John Newsom, Director of Instructional Technology Saratoga School District

C	0	N	T	E	N	T	S

- A1-1 Phrasal verbs: introduction
- A1-2 Phrasal verbs: intransitive
- A1-3 Three-word phrasal verbs
- A1-4 Phrasal verbs: a reference list

■ EXERCISE 1. Preview: phrasal verbs. (Appendix 1)

Directions: Complete the sentences with the given words. The words may be used more than once.

away	back	off	on	ир
				·

- 1. The children's toys are all over the floor during the day, but before they go to bed, they always **put** their toys _____away__.
- 2. In the winter, I never go outside without a coat. Before I go out, I always put _____ my coat.
- I took a book from the shelf and then returned it to the exact same place. In other words, when I was finished looking at the book, I put it ______ where I found it.
- 4. Sometimes I postpone doing my homework in the evening and watch TV or talk on the phone instead. I probably should do my homework first, but sometimes I **put** it _____ and do it later.
- 5. I am not a late sleeper. I get ______ early almost every day.
- 6. I usually take the bus to work. I get ______ the bus near my apartment and get _____ just a block from my office.
- 7. We're leaving on May 1. We'll return May 7. As soon as we **get** ______ from our trip on the 7th, we'll call you.
- 8. When I entered the dark room, I turned ______ the lights. When I left, I turned them _____ because it's important to save electricity.

A1-1 PHRASAL VERBS: INTRODUCTION (a) We put off our trip. We'll go next month instead In (a): put off = a phrasal verb.of this month. (put off = postpone) A phrasal verb = a verb and a particle that (b) Jimmy, put on your coat before you go outdoors. together have a special meaning. For example, (put on = place clothes on one's body) put off means "postpone." A particle = a "small word" (e.g., off, on, away (c) Someone left the scissors on the table. They back) that is used in a phrasal verb. didn't belong there. I put them away. (put away = put something in its usual or proper place) Note that the phrasal verbs with put in (a), (b), (d) After I used the dictionary, I put it back on the (c), and (d) all have different meanings. shelf. (put back = return something to its original place) SEPARABLE Some phrasal verbs are separable: a NOUN OBJECT can either (e) We put off our trip. = (vb + particle + NOUN)(1) follow the particle, as in (e), OR (2) come between (separate) the verb and the (f) We put our trip off. = (vb + NOUN + particle) particle, as in (f). = (vb + PRONOUN + particle) (g) We put it off. If a phrasal verb is separable, a PRONOUN OBJECT comes between the verb and the particle, as in (g). INCORRECT: We put off it. NONSEPARABLE If a phrasal verb is nonseparable, a NOUN or PRONOUN always follows (never precedes) the (h) I ran into Bob. = (vb + particle + NOUN) particle, as in (h) and (i). (i) I ran into him. = (vb + particle + PRONOUN) INCORRECT: I ran Bob into. INCORRECT: I ran him into.

	verbs; separable vs. nonsep phrasal verb is separable, mark s		
1. CORRECT: CORRECT:	I turned the light on. I turned on the light.	turn on =	SEPARABLE □ NONSEPARABLE
2. CORRECT: (INCORRECT:	I ran into Mary. I ran Mary into.)	run into =	SEPARABLE NONSEPARABLE
3. CORRECT: CORRECT:	Joe <i>looked up</i> the definition. Joe <i>looked</i> the definition <i>up</i> .	look up =	SEPARABLE NONSEPARABLE
	I got off the bus. I got the bus off.)	get off =	SEPARABLE NONSEPARABLE
5. CORRECT: CORRECT:	I took off my coat. I took my coat off.	take off =	☐ SEPARABLE ☐ NONSEPARABLE
6. CORRECT: (INCORRECT:	I got in the car and left. I got the car in and left.)	get in =	SEPARABLE NONSEPARABLE

7.	CORRECT:	I figured out the answer.	figure out =	SEPARABLE	i
	CORRECT:	I figured the answer out.	jigure oui -	NONSEPAR	ABLE
8.	CORRECT:	I turned the radio off.	tum off -	SEPARABLE	E
	CORRECT:	I turned off the radio.	turn off =	NONSEPAR	
		ring phrasal verbs. (Chart A rline the second part of the phra		ach sentence.	
1.	I figured the	answer <u>out</u> .			
2.	The teacher	called on me in class.			
3.	I made up a	story about my childhood.			
	_	now. I got over my cold last week			
5.	The student	s <i>handed</i> their papers in at the en	nd of the test		
6.	I woke my ro	oommate up when I got home.			
7.	I picked up a	book and started to read.			
8.	I turned the	radio on to listen to some music.			
		't know how to spell a word, I <i>loc</i>	_		
	-	e telephone directory and looked took down and turned off the light.	up the numb	er of a plumbe	er.
Di	rections: Comj	verbs: separable vs. nonsepolete the sentences with pronoun SEP. If it is nonseparable, circle	s and partic		sal verb is
1.	I got over my	$r \text{cold.} \rightarrow I \text{ got } \underline{\text{over it}}$	·	SEP	NONSEP
2.	I made up th	e story. → I made <u>it up</u>	·	SEP	NONSEP
3.	I put off my	homework. → I put	·	SEP	NONSEP
4.	I wrote down	the numbers. → I wrote		SEP	NONSEP
5.	I ran into Ro	obert. → I ran		SEP	NONSEP
6.	I figured the	answer <i>out.</i> → I figured		SEP	NONSEP
7.	I took off my	shoes. → I took	·	SEP	NONSEP
8.	I got over my	v cold. → I got		SEP	NONSEP
9.	I turned off t	he lights. → I turned	·	SEP	NONSEP
10	I threw away	the newspaper> I threw		. SEP	NONSEP

Verb	Definition	Example
figure out	find the solution to a problem	I figured out the answer.
hand in	give homework, papers, etc., to a teacher	We handed in our homework.
hand out	give something to this person, then to that person, then to another person, etc.	The teacher handed out the test papers
look up	look for information in a dictionary, a telephone directory, an encyclopedia, etc.	I looked a word up in the dictionary.
make up	invent (a story)	Children like to make up stories.
pick up	lift	Tom picked up the baby.
put down	stop holding or carrying	I put down the heavy packages.
put off	postpone	We put off our trip until next summer.
put on	place clothes on one's body	I put on my coat before I left.
take off	remove clothes from one's body	I took off my coat when I arrived.
throw away)	and to the same discount	I threw away my old notebooks.
throw out	· · put in the trash, discard	I threw out my old notebooks.
turn off	stop a machine or a light	I turned off the lights and went to bed.
turn on	start a machine or a light	I turned on the light so I could read.
wake up	stop sleeping	My wife woke me up at six.
write down	write a note on a piece of paper	I wrote his phone number down.

^{*}Appendix 1 presents phrasal verbs in small groups to be learned and practiced one group at a time. A complete reference list can be found on pp. 449-452.

☐ EXERCISE 5. Phrasal verbs. (Group A)

Directions: Complete the sentences with the given particles.

	away	down	in	off	on	out	ир		
1.	Before I le	ft home this	morning,	I put	on	_ my coat.			
		When I got to class this morning, I took my coat							
3.	The students handed their homework								
4.	Johnny made a story. He didn't tell the truth.								
5.	The weather was bad, so we put the picnic until next week.								
6.	Alice looked a word in her dictionary.								
7.	Alice wrot	e the definition	on	•					
8.	My roomr	nate is messy.	He neve	r picks		his cloth	nes.		
9.	The teach	er handed the	e test pape	ers	2	it the begini	ning of	the clas	
	period.								
0.	A strange	noise woke _		the c	hildren in	the middle	of the 1	night.	
11.	When som	ne friends can	ne to visit,	Chris sto	pped wate	hing TV. H	le turne	d the	
	television	set							
2	It was dar	k when I got	home last	night, so	I turned th	ne lights			

13. P	eggy finally figured the answer to the arithmetic problem.
14. V	When I was walking through the airport, my arms got tired. So I put my suitcases
_	for a minute and rested.
15. I	threw yesterday's newspaper.
EXERCISE	6. Phrasal verbs. (Group A)
	tions: Complete the sentences with pronouns and particles.
1. A	: Did you postpone your trip to Puerto Rico?
E	e: Yes, we did. We putit_off until next summer.
2. A	: Is Pat's phone number 322-4454 or 322-4455?
E	8: I don't remember. You'd better look The telephone
	directory is in the kitchen.
3. A	k: Is Mary asleep?
E	: Yes. I'd better wake She has a class at nine.
4. A	2: Do you want to keep these newspapers?
F	3: No. Throw
5. A	a: I'm hot. This sweater is too heavy.
E	3: Why don't you take?
6. A	a: Is that story true?
E	3: No. I made
7. A	: When does the teacher want our compositions?
F	3: We have to hand tomorrow.
8. A	: I made an appointment with Dr. Armstrong for three o'clock next Thursday.
F	3: You'd better write so you won't forget.
9. A	2: Do you know the answer to this problem?
F	3: No. I can't figure
10. A	: Johnny, you're too heavy for me to carry. I have to put
E	3: Okay, Mommy.
11. A	a: Oh, dear. I dropped my pen. Could you pick for me?
F	3: Sure.
12. A	A: How does this tape recorder work?
F	3: Push this button to turn, and push that button to turn
13. A	a: I have some papers for the class. Ali, would you please hand
	for me?
F	3: I'd be happy to.
14. A	A: Timmy, here's your hat. Put before you go out. It's cold outside.
H	3: Okay, Dad.

	Group B: Phrasal Verbs (no	onseparable)
Verb	Definition	Example
call on	ask (someone) to speak in class	The teacher called on Ali.
come from	originate	Where do these bananas come from?
	recover from an illness or a shock	Sue got over her cold and returned to work.
get off	leave a bus/airplane/train/subway	I got off the bus at Maple Street.
get on	enter)	I got on the bus at Pine Street.
get in	enter	I got in the taxi at the airport.
		I got out of the taxi at the hotel.
	investigate	Someone needs to <i>look into</i> this problem.
run into	meet by chance	I ran into Peter at the market.
Dir	E 7. Phrasal verbs. (Group B) rections: Complete the sentences with particles When I raised my hand in class, the teacher of	
	While I was walking down the street, I ran _	
	Fred feels okay today. He got his	
	Last week I flew from Chicago to Miami. I g	
7.		die plane in Cincago. 1 got
_	the plane in Miami.	
5.	Sally took a taxi to the airport. She got	
	building. She got the taxi at	
6.	I take the bus to school every day. I get	the bus at the corner of First
	Street and Sunset Boulevard. I get	_ the bus just a block away from the
	classroom building.	
7.	Mr. Zabidi will look renting a car	for his weekend trip.
8.	Where do snow leopards come?	
EXERCIS	E 8. Review: phrasal verbs. (Groups A crections: Complete the sentences with particles	
1.	I had the flu, but I got over it	a couple of days ago.
2.	I was wearing gloves. I took	before I shook hands with Mr. Lee.
	Stacy needed to find the date India became i	
	on the computer and wrote	
4	I tried to solve the math problem, but I could	
J.	It looked like rain, so I got my raincoat from	the closet and put
	before I left the apartment.	
6.	A: Have you seen Dan this morning?	
	B: Not this morning. I ran	at the movie last night.

	7. A:	Why do you look so worried?	
	B:	I don't have my homework. My mother threw	with the trash
		this morning. If Ms. Anthony calls	in class to answer
		homework questions, I'll have to tell her what happene	ed.
	A:	She'll never believe your story. She'll think you made	
	8. A:	Miss Smith, our supply room is out of pencils again. V	Why are we always running
		out of pencils? What is the problem?	
	B:	I don't know, sir. I'll look right a	away.
☐ EXER	CISE 9	Review: phrasal verbs. (Groups A and B)	
		ions: Work in pairs.	
	-	er A: Read the cue. Your book is open. er B: Finish Speaker A's sentence. Your book is closed.	
	_		
	Examp SPEAKI	ote: ER A <i>(book open):</i> Yesterday I cleaned my closet. I foun	nd an old pair of shoes that I
		don't wear anymore. I didn't keep th	
	SPEAK	ER B (book closed): them away/out.	
		ne teacher gave us some important information in class	yesterday. I didn't want to
		rget it, so I wrote	
		hen I raised my hand in class, the teacher called	
		vas carrying a suitcase, but it was too heavy, so I put	• •
		lidn't know the meaning of a word, so I looked	
		naven't finished my work. I'll do it later. I'm going to p	ut
		ne lights were off in the dark room, so I turned	
) isn't wearing his/her hat right now. When s/he got	
	0. IVI	y pen just fell on the floor. Could you please pick ?	
	Switch	roles.	
	9. I s	aw () at a concert last night. I was surprised when	I ran
	10. W	hen you finish using a stove, you should always be caref	ul to turn
		hen I finished my test, I handed	
		() sleeping?! Would you please wake ?	
		hat's the answer to this problem? Have you figured	
		don't need this piece of paper anymore. I'm going to the	row
		nad the flu last week, but now I'm okay. I got	
	16. I t	old a story that wasn't true. I made	
	Switch	roles.	
	17. Na	ame some means of transportation that you get on.	
	18. Na	ame some that you get in.	
	19. Na	ame some that you get off.	

Switch roles.

- 20. Name some that you get out of.
- 21. Name some things that you turn on.
- 22. Name some things that you turn off.

Group C: Phrasal Verbs (separable)						
Verb	Definition	Example				
ask out	ask (someone) to go on a date	Tom asked Mary out. They went to a movie				
call back	return a telephone call	I'll call you back tomorrow.				
call off	cancel	We called off the picnic due to bad weather.				
call up	make a telephone call	I called up my friend in New York.				
give back	return something to someone	I borrowed Al's pen, then I gave it back.				
hang up	hang on a hanger or a hook	I hung my coat up in the closet.				
pay back	return borrowed money to someone	Thanks for the loan. I'll pay you back soon.				
put away	put something in its usual or proper place	I put the clean dishes away.				
put back	return something to its original place	I put my papers back into my briefcase.				
put out	extinguish (stop) a fire, a cigarette	We put out the campfire before we left.				
shut off	stop a machine or light, turn off	I shut off my printer before I left the office.				
try on	put on clothing to see if it fits	I tried on several pairs of shoes.				
turn down	decrease the volume	Sue turned down the music. It was too loud				
turn up	increase the volume	Al turned up the radio. He likes loud music.				

	EXERCISE	10.	Phrasal	verbs.	(Group	C)
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Directions: Complete the sentences with pronouns and particles.

1.	A:	Could you lend me a couple of bucks?
	B:	Sure.
	A:	Thanks. I'll pay you back tomorrow.
2.	A:	The radio is too loud. Could you please turn?
	B:	Sure.
3.	A:	I can't hear the TV. Could you please turn?
	B:	I'd be glad to.
4.	A:	Have you heard from Jack lately?
	B:	No. I think I'll call tonight and see how he is.*
5.	A:	Someone's at the door. Can I call?
	B:	Sure.
6.	A:	Where's my coat?
	B:	I hung

^{*}There is no difference in meaning between I'll call him tonight and I'll call him up tonight.

7. A	: Did you leave the water on?
В	: No. I shut when I finished washing my hands.
8. A	: May I borrow your calculator? I'll give to you tomorrow.
В	: Sure. Keep it as long as you need it.
9. A	: You can't smoke that cigarette in the auditorium. You'd better put
	before we go in.
В	: Okay.
10. A	: Do you have any plans for Saturday night?
В	: Yes. I have a date. Jim Olsen asked
11. A	: Did you take my eraser off my desk?
В	: Yes, but I put on your desk when I was finished.
Α	: Oh? It's not here.
В	: Look under your notebook.
A	: Ah. There it is. Thanks.
12. A	: Your toys are all over the floor, kids. Before you go to bed, be sure to
	put
В	: Okay, Daddy.
13. A	: Did you go to Kathy's party last night?
В	: She didn't have the party. She called
14. A	: This is a nice-looking coat. Why don't you try?
	: How much does it cost?
15. A	: That's Annie's toy, Tommy. Give to her.
В	: No!
	11. Review: phrasal verbs. (Groups A, B, and C) nions: Complete the sentences with pronouns and particles. Work in pairs, in groups
or as	a class.
Exam SPEAR	eple: KER A (book open): I wanted to be sure to remember (Anna)'s phone number, so I wrote
SPEAR	KER B (book closed): it down.
1. I	can't hear the tape. Could you please turn ?
2. I	dropped my book. Could you please pick ?
	his is a hard problem. I can't figure
	bought these shoes a few days ago. Before I bought them, I tried
	There's your homework? Did you hand?
) asked () to go to a movie with him. He asked
	We postponed the picnic. We put
0. 1	didn't know the meaning of a word, so I looked

9. We don't need that light. Would you please turn . . .?
10. My coat was too warm to wear inside, so I took

(Switch roles if working in pairs.)

- 11. That music is too loud. Could you please turn . . .?
- 12. These papers are for the class. Could you please hand . . .?
- 13. (...) was going to have a party, but s/he canceled it. S/he called
- 14. My coat is in the closet. I hung
- 15. The story I told wasn't true. I made
- 16. I was cold. So I reached for my sweater and put
- 17. (...) fell asleep in class, so I woke
- 18. I was finished with the tools, so I put
- 19. I don't need these papers, so I'm going to throw
- 20. Let's listen to the radio. Would you please turn . . .?

Group D: Phrasal Verbs (separable)						
Verb	Definition	Example				
cross out	draw a line through	I crossed out the misspelled word.				
fill in	complete by writing in a blank space	We fill in blanks in grammar exercises.				
fill out	write information on a form	I filled out a job application.				
fill up	fill completely with gas, water, coffee, etc.	We filled up the gas tank.				
find out	discover information	I found out where he lives.				
have on	wear	She has a blue blouse on.				
look over	examine carefully	Look over your paper for errors before you hand it in.				
point out	call attention to	The teacher pointed out a misspelling.				
print out	create a paper copy from a computer	I finished the letter and printed it out.				
tear down	destroy a building	They tore down the old house and built a new one.				
tear out (of)	remove (paper) by tearing	I tore a page out of a magazine.				
tear up	tear into small pieces	I tore up the secret note.				
turn around	change to the opposite direction	After a mile, we turned around/back.				
turn over	turn the top side to the bottom	I turned the paper over and wrote on the back				

	EXERCISE	12.	Phrasal	verbs.	(Group	D)
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Directions: Complete the phrasal verbs.

- 1. There was no name on the front of the paper, so I turned it <u>over</u> and looked on the back.
- 2. My wife pointed _____ an interesting article in the newspaper.

	3.	Before you submit the job application, look it carefully to make sure you've
		filled it correctly.
	4.	A: Good news! I've been accepted at the University of Florida.
		B: Great. When did you find?
		A: I got a letter in the mail today.
	5.	A: My roommate moved last week. Before he left, he filled a change-of-
		address card at the post office, but I'm still getting some of his mail. What should
		I do?
		B: Cross the old address on a letter and write in his new one. Also write
		"please forward" on the letter. You don't have to use another stamp.
	6.	How much does it cost to fill your gas tank?
	7.	We're doing an exercise. We're filling blanks with prepositions.
	8.	When I went to Dr. Green's office for the first time, I had to fill a long
		form about my health history.
	9.	I made a mistake on the check I was writing, so I tore it and wrote another.
1	10.	An old building was in the way of the new highway through the city, so they tore the
		old building
1	11.	Sam has his new suit today. He looks very handsome.
1	12.	My employer asked for the latest sales figures, so I went to my computer and quickly
		printed a new report.
1	13.	I think we're going in the wrong direction. Let's turn
	~ICI	E 12 Dhagael verbe (Croup D)
		E 13. Phrasal verbs. (Group D) ections: Work in pairs, in groups, or as a class.
		ample:
	SPE	AKER A (book open): When your cup is empty, you fill it
	SPE	AKER B (book closed): up.
		I made a mistake, so I crossed it
		When you read your composition carefully for mistakes, you look it
	3.	When you're done writing something on the computer and you want a hard copy, you print it
	4.	You look in reference books when you want to find something
		If you want to remove a page from your notebook, you tear it
		If you destroy an old building, you tear it
	7.	If you tear something into many small pieces, you tear it
	(Sr	witch roles if working in pairs.)
		If you want to see the back of a piece of paper, you turn it
		If you discover you are walking in the wrong direction, you turn
]	10.	If you put water in a glass to the very top, you fill it

- 11. If you give information on an application form, you fill it
- 12. When you write words in a blank, you fill the blank
- 13. When you're wearing something, we say that you have it . . .
- 14. When there's something the teacher wants to make sure we notice, she points it

Group E: Phrasal Verbs (separable)							
Verb	Definition	Example					
blow out	extinguish (a match, a candle)	He blew the candles out.					
bring back	. , . return	She brought my books back to me.					
bring up	(1) raise (children) (2) mention, start to talk about	The Lees brought up six children. He brought the news up in conversation.					
cheer up	make happier	The good news cheered me up.					
clean up	make neat and clean	I cleaned up my apartment.					
give away	donate, get rid of by giving	I didn't sell my old bike. I gave it away.					
help out	assist (someone)	Could you please help me out?					
lay off	stop employment	The company laid off 100 workers.					
leave on	(1) not turn off (a light, a machine) (2) not take off (clothing)	Please <i>leave</i> the light <i>on</i> . I <i>left</i> my coat <i>on</i> at the movie theater.					
take back	, return	She took a book back to the library.					
take out	invite out and pay	He took Mary out. They went to a movie					
talk over	discuss	We talked the problem over.					
think over	consider	I thought the problem over.					
work out	solve	We worked the problem out.					

EXERCISE	14. P	nrasai	verbs.	(Group	E)
Direc	tions:	Compl	ete the s	entences.	

1. When I am and my friends can always chear ma. 40
1. When I am sad, my friends can always cheer meup
2. These are bad economic times. Businesses are laying hundreds of workers.
3. After I lit the candles, I blew the match.
4. Jack and Ann are having some problems in their marriage, but they are trying hard to
work them
5. When they have a problem, they always try to talk it to make sure they are
communicating with each other.
6. A: I'm leaving. Should I turn the TV off?
B: No. Please leave it
7. Saturday night I took my parents to a fancy restaurant.
8. After dinner, Michael helped me clean the kitchen.
9. I was brought in the South.
10. You're welcome to borrow my tools, but when you finish, please be sure to bring them

12. I didn't take off my hat when I came inside. I left it 13. I hate to bring this problem, but we need to talk about it. 14. A: Are you going to accept the job offer? B: I don't know. I'm still thinking it 15. I can't sell this old sofa. I guess I'll give it Someone will be able to use it 16. My parents usually help me with a little money when I'm having trouble paying my bills. □ EXERCISE 15. Phrasal verbs. (Group E) Directions: Work in pairs, in groups, or as a class. Example: SPEAKER A (book open): If I am sad, you will try to cheer me SPEAKER B (book closed): up. 1. You need to return that book to the library. You need to take it
B: I don't know. I'm still thinking it 15. I can't sell this old sofa. I guess I'll give it Someone will be able to use it 16. My parents usually help me with a little money when I'm having trouble paying my bills. EXERCISE 15. Phrasal verbs. (Group E) Directions: Work in pairs, in groups, or as a class. Example: SPEAKER A (book open): If I am sad, you will try to cheer me SPEAKER B (book closed): up. 1. You need to return that book to the library. You need to take it
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8. If I lend you something, I want you to return it to me. I want you to bring it (Switch roles if working in pairs.)
(Switch roles if working in pairs.)
9. Parents feed, educate, and love their children. They bring their children
10. When I finish vaing my commutan I don't turn it off each time. Instead I often leave
10. When I finish using my computer, I don't turn it off each time. Instead, I often leave it
11. Someone offered you a job. Before you give an answer, you need some time to think
it
12. When you take guests to a restaurant and pay the bill, you take them
13. If you introduce a topic into a conversation, you bring it
14. If you make a mess, you need to clean it
15. You rented a video. When you were finished with it, you took it
16. When friends need our assistance, we offer to help them

A1-2 PHRASAL VE	RBS: INTRANSITIVE
(a) The machine broke down.(b) Please come in.(c) I fell down.	Some phrasal verbs are intransitive; i.e., they are not followed by an object.

	Group F: Phrasal Verbs (in	
Verb	Definition	Example
break down	stop functioning properly	My car broke down on the highway.
break out	happen suddenly	War broke out between the two countries
break up	separate, end a relationship	Ann and Tom broke up.
come in	enter a room or building	May I come in?
dress up	put on nice clothes	People usually dress up for weddings.
eat out	eat outside of one's home	Would you like to eat out tonight?
fall down	fall to the ground	I fell down and hurt myself.
get up	get out of bed in the morning	What time did you get up this morning?
give up	quit doing something or quit trying	I can't do it. I give up.
go on	continue	Let's not stop. Let's go on.
go out	not stay home	Jane went out with her friends last night.
grow up	become an adult	Jack grew up in Sweden.
hang up	end a telephone conversation	When we finished talking, I hung up.
move in (to)	start living in a new home	Some people moved in next door to me.
move out (of)	stop living at a place	My roommate is moving out.
show up	come, appear	Jack showed up late for the meeting.
sit back	put one's back against a chair back	Sit back and relax. I'll get you a drink.
sit down	go from standing to sitting	Please sit down.
speak up	speak louder	I can't hear you. You'll have to speak up
stand up	go from sitting to standing	I stood up and walked to the door.
start over	begin again	I lost count, so I started over.
stay up	not go to bed	I stayed up late last night.
take off	ascend in an airplane	The plane took off 30 minutes late.

	6. Phrasal verbs. (Group F) ons: Complete the sentences.
1. A:	Are you comfortable?
B:	Yes. This is a very comfortable chair.
A:	Good. Now just sit back and take it easy. There's nothing to worry about.
2. A:	I'm exhausted. I can't go I have to stop and rest.
B:	Let's sit in the shade of that tree. I'll get you some water.
3. A:	I don't feel like cooking tonight. Let's eat
B:	Okay. Where do you want to go?
4. A:	Are you going to get dressed for the symphony tonight?
B:	Yes. I think so. You?
5. A:	What time do you usually get in the morning?
B:	Around seven.

6.	A:	Knock, knock. Hello? Is anyone here? Professor Cook?
	B:	Ah, Miss Sweeney. Hello. Come, come Here, have a seat.
		Please sit
7.	A:	I couldn't print out my composition.
	B:	Why not?
	A:	My printer broke
8.	A:	Are you going to bed soon?
	B:	No. I think I'll stay for a while and read.
9.	A:	When I saw a pregnant woman on the crowded bus, I stood and gave
		her my seat.
	B:	Good for you. That's very considerate.
10.	A:	I don't feel like staying home. Let's go this evening. I'm bored.
	B:	How about going to a movie?
	A:	Great! Let's go!
11.	A:	A riot broke after the soccer finals.
	B:	I find it hard to believe that people riot over a sports event.
12.	A:	Are you all right? What happened?
	B:	I tripped on the rug and fell
	A:	Let me help you up.
13.	A:	Shall we begin the meeting without Ms. Lane?
	B:	Yes. She'll probably show soon, but we can begin without her.
14.	A:	When are Bill and Gloria getting married?
	B:	They're not. They broke
l 5.	A:	Don't forget that Grandma is a little hard of hearing.
	B:	I won't. I'll be sure to speak when I'm talking to her.
l 6.	Th	ere's an empty apartment next to mine. My neighbors moved Why
	do	n't you move? It'd be fun to live next door to each other.
17.	A:	It's been fun talking to you, but I need to hang now.
	B:	Okay. Let's talk again tomorrow.
8.	I c	an't solve this math problem. I give
19.	Da	in had trouble figuring out what to say in his letter to his girlfriend. He had to start
	_	three times.
20.	My	flight was supposed to leave at 6:30, but the plane didn't take until
	nea	arly 8:00.

	CISE 17. Phrasal verbs. (Group F) Directions: Work in pairs, in groups, or as a class.
	Example: SPEAKER A (book open): Don't stop. I'm enjoying your story. Please go SPEAKER B (book closed): on.
	1. If I'm sitting and then get to my feet, I stand
	2. If you don't feel like staying at home, you go
	3. When you put on nice clothes for a special affair, you dress
	4. If you're not tired at night, instead of going to bed you stay
	5. When you play soccer, sometimes you fall
	6. When a fax machine stops working, you say that it broke
	7. You walk to a chair, and then you sit
	Switch roles.
	8. If you relax into the chair, you sit
	9. If two people end a relationship, they break
1	10. After you stop sleeping in the morning, you get
1	1. If you continue to do something and don't stop, you go
1	2. If a war begins, you say that it broke
:	3. If I invite you to enter my house, I say, "Please come"
]	14. If you eat at a restaurant instead of at home, you eat
:	15. If you ask someone to speak more loudly, you ask them to speak

A1-3 THREE-WORD PHI	RASALVERBS
	Some two-word verbs (e.g., <i>drop in</i>) can become three-word verbs (e.g., <i>drop in on</i>).
(a) Last night some friends dropped in.	In (a): <i>drop in</i> is not followed by an object. It is an intransitive phrasal verb (i.e., it is not followed by an object).
(b) Let's drop in on Alice this afternoon.	In (b): <i>drop in on</i> is a three-word phrasal verb. Three-word phrasal verbs are transitive (they are followed by objects).
(c) We dropped in on her last week.	In (c): Three-word phrasal verbs are nonseparable (the noun or pronoun follows the phrasal verb).

16. When someone arrives for a meeting, you say that he or she shows

17. When you decide a problem is impossible to solve, you give

18. An airplane increases its speed on the runway, and then it takes

	Group G: Phrasal Verbs (thr	ree-word)
Verb	Definition	Example
drop in (on)	visit without calling first or without an invitation	We dropped in on my aunt.
drop out (of)	stop attending (school)	Beth dropped out of graduate school.
	have fun while wasting time	My son likes to <i>fool around with</i> his friends on the weekends.
get along (with)	have a good relationship with	I get along well with my roommate.
get back (from)	return from (a trip)	When did you get back from Hawaii?
get through (with)	finish	I got through with my work before noo
grow up (in)	become an adult	Hamid grew up in Sweden.
ook out (for)	be careful	Look out for that car!
run out (of)	finish the supply of (something)	We ran out of gas.
	put one's own name on a list	Did you sign up for the school trip?
watch out (for)	be careful	Watch out for that car!
	ou grow?	
4. I grew	Springfield.	
5. I couldn't fir	nish the examination. I ran	time.
6. A: What die	l you do yesterday?	
B: Nothing	much. I just fooled	
_		n a long time. Where have you been?
	California last week to visit my br	
A: Oh? Wh	en did you get	California?
B: Just yeste		_
	Jack? He hasn't been in class for a	it least two weeks.
	ped school.	
	that truck!	
B: What tru		
	ne do you expect to get	your homework?
	an hour, as soon as I finish reading	
	seen the Grants for a long time. I	Let's drop then
this even	-	
B: We'd bet	ter call first. They may not like un	expected company.

12.	A:	I want to change my room in	the dorm.
	B :	Why?	
	A:	I don't get	my roommate.
13.	A:	I signed	Mrs. Grant's art class.
	B:	You're lucky. I tried to sign _	too, but it was full.

Verb	Definition	Example
come along (with)	accompany	Do you want to come along with us?
come over (to)	visit the speaker's place	Some friends are coming over tonight.
cut out (of)	remove with scissors or knife	I cut an article out of today's paper.
find out (about)	discover information about	When did you find out about the problem
get together (with)	join, meet	Let's get together after work today.
go back (to)	return to a place	I went back to work after my illness.
go over (to)	(1) approach	I went over to the window.
111.00	(2) visit another's home	Let's go over to Jim's tonight.
hang around (with)	} · · · · spend undirected, idle time	John likes to hang around the coffee shop.
		Kids like to hang out with each other.
	not give to	Keep matches away from children.
	begin a trip	We set out for our destination at dawn. You can't just sit around. Do something.
Directions:	nrasal verbs. (Group H) Complete the sentences. you busy tonight?	
Directions: 1. A: Are B: No.	Complete the sentences. you busy tonight?	Likla us to the movie?
Directions: 1. A: Are B: No. A: Wor	Complete the sentences. you busy tonight? uld you like to comealong	
Directions: 1 1. A: Are B: No. A: Wor 2. A: I ne	Complete the sentences. you busy tonight? uld you like to come	
Directions: 1. A: Are B: No. A: Wor 2. A: I ne B: Hov	Complete the sentences. you busy tonight? ald you like to comealong ed to talk to you. When can we get w about tomorrow morning?	?
Directions: 1. A: Are B: No. A: Wor 2. A: I ne B: Hov	Complete the sentences. you busy tonight? uld you like to come	?
Directions: 1. A: Are B: No. A: Wor 2. A: I ne B: Hov	Complete the sentences. you busy tonight? ald you like to comealong ed to talk to you. When can we get w about tomorrow morning?	?
Directions: 1. A: Are B: No. A: Wor 2. A: I ne B: Hou 3. My tee	Complete the sentences. you busy tonight? ald you like to come	eo do is hang?
Directions: 1. A: Are B: No. A: Wor 2. A: I ne B: Hou 3. My tee	Complete the sentences. you busy tonight? ald you like to comealong red to talk to you. When can we get w about tomorrow morning? nage daughter is lazy. All she wants to her friends.	to do is hang? was crying. I went
Directions: 1. A: Are B: No. A: Wor 2. A: I ne B: Hor 3. My tees 4. I saw a	Complete the sentences. you busy tonight? ald you like to comealong ed to talk to you. When can we get w about tomorrow morning? nage daughter is lazy. All she wants to her friends. young child who was all alone. He wants to	to do is hang? vas crying. I went
Directions: 1. A: Are B: No. A: Wor 2. A: I ne B: How 3. My tee: 4. I saw a 5. How di	Complete the sentences. you busy tonight? ald you like to comealong ed to talk to you. When can we get w about tomorrow morning? nage daughter is lazy. All she wants to her friends. young child who was all alone. He wants all alone. He wants all alone.	vas crying. I went
Directions: 1. A: Are B: No. A: Wor 2. A: I ne B: How 3. My tee: 4. I saw a 5. How di 6. It's a lo	Complete the sentences. you busy tonight? ald you like to comealong ed to talk to you. When can we get w about tomorrow morning? nage daughter is lazy. All she wants t her friends. young child who was all alone. He w him and asked if I could held d you find	vas crying. I went
Directions: 1 1. A: Are B: No. A: Word 2. A: I no. B: How 3. My tee: 4. I saw a 5. How di 6. It's a lo. 7. Keep th	Complete the sentences. you busy tonight? ald you like to comealong ed to talk to you. When can we get w about tomorrow morning? nage daughter is lazy. All she wants to her friends. young child who was all alone. He wants all alone was all alone. He wants all you find him and asked if I could held along trip. We'd better set hat cat hat	vas crying. I went

10.	A:	I was born in Viet Nam, but I haven't been there for many years.		
	B:	Do you expect to go	Viet Nam again someday?	
	A:	Yes.		
11.	A:	What did you do at your aunt's?		
	B:	Not much. We just sat	and talked about the relatives who weren't	
		there.		

A ask out ask (someone) to go on a date \mathbf{B} blow out extinguish (a match, a candle) break down stop functioning properly break out happen suddenly break up separate, end a relationship bring back . , return (2) mention, start to talk about call back return a telephone call call on ask (someone) to speak in class call up..... make a telephone call cheer up make happier clean up make neat and clean come along (with)..... accompany come from originate come in enter a room or building come over (to) visit the speaker's place cross out draw a line through cut out (of)..... remove with scissors or knife

A1-4 PHRASAL VERBS: A REFERENCE LIST*

dress up put on nice clothes

fall down fall to the ground

 \mathbf{E}

F

drop out (of) stop attending (school)

eat out. eat outside of one's home

figure out find the solution to a problem

drop in (on) visit without calling first or without an invitation

^{*}For more information about phrasal verbs and their meanings, see dictionaries written especially for second language learners, such as the Longman Advanced American Dictionary, the Longman Dictionary of Contemporary English, the Collins COBUILD English Learner's Dictionary, or the Oxford Advanced Learner's Dictionary.

A1-4 PHRASAL VERBS: A REFERENCE LIST (CONTINUED)

	fill in	write information on a form fill completely with gas, water, coffee, etc. discover information
G	get along (with)	have a good relationship with
	get back (from)	return from (a trip)
	get in	enter a car, a taxi
	get off	leave a bus/an airplane/a train/a subway
	get on	enter a bus/an airplane/a train/a subway
	get out of	leave a car, a taxi
	get over	recover from an illness or a shock
	get together (with)	join, meet
	get through (with)	finish
	get up	get out of bed in the morning
	give away	donate, get rid of by giving
	give back	return (something) to (someone)
	give up	quit doing (something) or quit trying
	go on	continue
	go back (to)	return to a place
	go out	not stay home
	go over (to)	(1) approach
		(2) visit another's home
	grow up (in)	become an adult
н	hand in	give homework, test papers, etc., to a teacher
^-		give (something) to this person, then to that person, then to
		another person, etc.
	hang around/out (with)	· · · · · · · · · · · · · · · · · · ·
	hang up.	-
		(2) end a telephone conversation
	have on	
	help out	
	•	,
K	keep away (from)	not give to
	keep on	continue
L	lay off	stop employment
4.4	leave on.	
	VIII.,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	(2) not take off (clothing)
	look into	**
	ALLO	

A1-4 PHRASAL VERBS: A REFERENCE LIST (CONTINUED)

look over examine carefully look out (for) be careful look up look for information in a dictionary, a telephone directory,n an encyclopedia, etc. make up invent (a story) move in (to) start living in a new home move out (of) stop living at a place pay back return borrowed money to (someone) point out..... call attention to print out create a paper copy from a computer put away put (something) in its usual or proper place put back return (something) to its original place put down..... stop holding or carrying put off..... postpone put on put clothes on one's body put out extinguish (stop) a fire, a cigarette Ŕ run into meet by chance run out (of) finish the supply of (something) S set out (for) begin a trip shut off stop a machine or a light, turn off sign up (for) put one's name on a list show up come, appear sit around (with) sit and do nothing sit back put one's back against a chair back sit down go from standing to sitting speak up speak louder stand up go from sitting to standing start over begin again stay up not go to bed T take back return (2) ascend in an airplane take out..... invite out and pay talk over discuss tear down destroy a building tear out (of) remove (paper) by tearing

A1-4 PHRASAL VERBS: A REFERENCE LIST (CONTINUED)

tear up tear into small pieces

think over consider

throw away/out put in the trash, discard

try on put on clothing to see if it fits

turn around)

.... change to the opposite direction turn back

turn down..... decrease the volume

turn off stop a machine or a light turn on start a machine or a light

turn over..... turn the top side to the bottom

turn up increase the volume

W wake up stop sleeping

watch out (for) be careful

work out solve

write down write a note on a piece of paper

CONTENTS

- A2-1 Preposition combinations: introduction
- A2-2 Preposition combinations: a reference list

A2-1 PREPOSITION COMBINATIONS: INTRODUCTION

adj + prep
(a) Ali is absent from class today.

At, from, of, on, and to are examples of prepositions.*

verb + prep
(b) This book belongs to me.

Prepositions are often combined with adjectives, as in (a), and verbs, as in (b).

☐ EXERCISE 1. Preview: preposition combinations. (Chart A2-2)

Directions: These sentences contain a sampling of the preposition combinations in this Appendix. Complete the sentences with prepositions. How many do you already know? Which ones do you still need to learn?

- 1. Tom is devoted ______ his family.
- 2. I'm afraid I don't agree ______ you.
- 3. I wasn't aware _____ the problem.
- 4. I'm excited _____ the concert.
- 5. Are you satisfied ______ your progress?
- 6. She warned us _____ the coming storm.
- 7. What's the matter _____ him?
- 8. It doesn't matter _____ me
- 9. I got rid _____ my old bicycle.
- 10. I don't approve ______ smoking in public.
- 11. The solution is clear _____ me.
- 12. Who is responsible _____ this?
- 13. The hotel provides guests ______ towels.
- 14. Protect your eyes ______ the sun.
- 15. He filled my cup _____ hot tea.

^{*}See Chart A2-2, p. 463, for a list of prepositions.

☐ SELF-STUDY PRACTICE. Group A.*

Directions: The prepositions in the column on the left are the correct completions for the blanks. To test yourself and practice the preposition combinations, follow these steps:

- (1) Cover the ANSWERS column with a piece of paper.
- (2) Complete the SENTENCES.
- (3) Then remove the paper and check your answers.
- (4) Then **cover** both the ANSWERS and the SENTENCES to complete your own REFERENCE LIST.
- (5) Again check your answers.

	Preposi	tion Combinations:	Group A	Eliterate.
Answers	Senten	ices	Re	eference List
from of about	He was absent <u>frow</u> I'm afraid <u>of</u> I'm angry <u>about</u>	rats.	be afraid	from s.t.** of s.t./s.o.** s.t.
at / with about	I'm angry I'm curious			s.t./s.o.
to with	This is equal I'm familiar			s.t./s.o. s.t./s.o.
of for	The room is full I'm happy			(people/things)
about to	I'm happy He's kind			s.t. s.o.
to to	She's always nice			s.o.
for for	I'm ready She's thirsty			s.t.

^{**}s.t. = "something" s.o. = "someone"

	EXERCISE 2	. Preposition	combinations.	(Group	A)
--	-------------------	---------------	---------------	--------	----

Directions: Complete the sentences with prepositions.

- 1. Mr. Porter is nice ______ everyone.
- 2. Kathy was absent ____ class yesterday.
- 3. Are you ready _____ the test?
- 4. I'm angry _____ Greg.
- 5. Are you afraid _____ dogs?
- 6. Sometimes people aren't kind _____ animals.
- 7. One inch is equal _____ 2.54 centimeters.
- 8. I'm thirsty _____ a big glass of water.
- 9. Joe has good manners. He's always polite ______ everyone.

^{*}Appendix 2 presents preposition combinations in small groups to be learned and practiced one group at a time.

10. I'r	n not familiar	that book. W	no wrote it?	
11. CI	nildren ask "Why?" a lot	. They are curious _	e	verything.
12. Ar	nna got a good job that p	oays well. I'm very h	арру	her.
13. Ar	na is very happy	getting a n	ew job.	
	ck's thermos bottle is ful			
,				
Directing Senters a bland finished Examp	B. Review: preposition fons: Make up a review of the preposition of the quiz you wrote, could be a least important to the quiz you afraid a. It's important to the quiz you afraid a. (Etc.) Y PRACTICE. Group B. fons: The prepositions in the prepositions in the prepositions in the preposition of the prepositions in the preposition of t	quiz for a classmate. combinations in Gree in the correct preported his or her answer loud be nice	On a separate poup A, but omit of sition. When your ers. woises? other people eft are the correct	the preposition. Leave our classmate has
	Description	tion Combinations	Cuova D	
and the same of th	rreposit	tion Combinations:	Group B	Calling Call
Amorromo	C		D. C	
Answers	Senten			erence List
for	I admire you <u>for</u>	your honesty.	admire s.o.	for s.t.
for for	I admire you <u>for</u> He applied	your honesty. a job.	admire s.o	<u>for</u> s.t.
for for with	I admire you <u>for</u> He applied I argued	your honesty. a job. _ my husband.	admire s.o apply argue	For s.t. s.t. s.o.
for for with about / over	I admire you <u>for</u> He applied I argued We argued	your honesty. a job. _ my husband. money.	admire s.o apply argue argue	For s.t. s.t. s.o. s.t.
for for with about / over in	I admire you	your honesty a job my husband money me.	admire s.o apply argue argue believe	Fov s.t. s.o. s.t. s.t. s.o./s.t.
for for with about / over in from	I admire you Fov He applied I argued We argued My parents believe I borrowed a book	your honesty a job my husband money me Oscar.	admire s.oapplyarguebelieveborrow s.t	For s.t. s.t. s.o. s.t. s.o./s.t. s.o. s.o.
for for with about / over in from with	I admire you	your honesty a job my husband money me Oscar Jane.	admire s.o apply argue argue believe borrow s.t discuss s.t	For s.t. s.o. s.t. s.o./s.t. s.o. s.o. s.o.
for for with about / over in from with with	I admire you	your honesty a job my husband money me Oscar Jane this.	admire s.oapplyarguebelieveborrow s.tdiscuss s.thelp s.o	For s.t. s.t. s.o. s.t. s.o./s.t. s.o. s.o. s.t. s.t.
for for with about / over in from with with to	I admire you	your honesty a job my husband money me Oscar Jane this Helen.	admire s.oapplyarguebelieveborrow s.tdiscuss s.thelp s.ointroduce s.o	For s.t. s.t. s.o. s.t. s.o./s.t. s.o. s.o. s.t. s.o./s.t.
for for with about / over in from with with to at	I admire you	your honesty a job my husband money me Oscar Jane this Helen the joke.	admire s.oapplyarguearguebelieveborrow s.tdiscuss s.thelp s.ointroduce s.olaugh	For s.t. s.t. s.o. s.t. s.o./s.t. s.o. s.o. s.t. s.o./s.t.
for for with about / over in from with with to	I admire you	your honesty a job my husband me oscar Jane this the joke Rome next week.	admire s.oapplyarguebelieveborrow s.tdiscuss s.thelp s.ointroduce s.o	\$.t. s.t. s.o. s.t. s.o./s.t. s.o./s.t. and s.o./s.t.
for for with about / over in from with with to at for at □ EXERCISE A Director 1. It is 2. Co 3. Su	I admire you	your honesty a job my husband me Oscar Jane this Helen the joke Rome next week me. nations. (Group B) nces with preposition Ped these rou I	admire s.oapplyarguebelieveborrow s.tdiscuss s.thelp s.ointroduce s.olaughleavestare	\$.t. s.t. s.o. s.t. s.o./s.t. s.o./s.t. s.o. s.t. s.o./s.t. s.o./s.t. s.o./s.t. s.o./s.t. s.o./s.t.

5. D	o you believe	ghosts?		
6. A	re you laughing	my mistake?		
7. I	admire my father	his honesty	and intelligence.	
	argued			
9. I	discussed my educationa	l plans	my parents.	
10. I	applied	admission to the Un	niversity of Massachu	setts.
	/e're leaving		•	
	Irs. Wertz smiled			
Direct	Y PRACTICE. Group C ions: The prepositions in s. Follow the same steps	the column on the l		mpletions for the
Answers	Preposi Sentence	tion Combinations:	Group C Referen	noa List
AUGUST ACTOR				
of for	I'm aware Smoking is bad	Committee of the commit		
to to	The solution is clear		be clear_	
about	Alex is crazy		be crazy	
from	Jane is very different		be different	
for	Venice is famous	its canals.	be famous	
to / with	She's friendly	everyone.	be friendly	S.O.
for	Fresh fruit is good		be good	s.o.
for	I'm hungry		be hungry	
in	I'm interested		be interested	
about	I'm nervous		be nervous	
with	I'm patient		be patient	
of	My parents are proud		be proud	
for about	Who's responsible I'm sad		be responsible be sad	
to	A canoe is similar		be similar	
	I'm sure		be sure	s.t.
EXERCISE S		nations. (Group C	:)	
1. I	don't understand that se	ntence. It isn't clear	me.	
2. N	lark Twain is famous	his nove	els about life on the l	Mississippi River.
3. I'	m hungry	_ some chocolate ice	e cream.	
4. O	ur daughter graduated f	rom the university. W	Ve're very proud	her.
5. A	lot of sugar isn't good _	you	. It is bad	your teeth

horses. about. She's sur the number of report, 40,000 ch mal medical care	She is very interested re left are the correct of A on page 454.	ed them. ner facts. ach day throughout v, mostly due to
horses. about. She's sur the number of report, 40,000 ch mal medical care column on the u used for Group	She is very interested re left are the correct of A on page 454.	ner facts. ach day throughout y, mostly due to
the number of report, 40,000 che mal medical care column on the u used for Group	re left are the correct of A on page 454.	ner facts. ach day throughout y, mostly due to
the number of report, 40,000 che mal medical care column on the u used for Group	re left are the correct of A on page 454.	ner facts. ach day throughout y, mostly due to
the number of report, 40,000 che mal medical care e column on the su used for Group	children who die each day hildren die each day e. left are the correct of A on page 454.	ch day throughout , mostly due to
report, 40,000 ch mal medical care e column on the l u used for Group	hildren die each day e. left are the correct of A on page 454.	, mostly due to
u used for Group	A on page 454.	completions for the
Combinations:	Group D	
		ence List
Ebags as		
that		
hotel		
		s.t.
	The state of the s	
dinner.		
	talk	s.o.
problem.	talk	s.t.
a customer.	wait	s.o.
bus.	wait	s.t.
my dog.	complain to s.o.	s.t.
	that. Reed College. a picnic. me music. dinner. problem. a customer. bus. my dog. ions. (Group E	ronto at six. arrive thotel. the weather. printed pages. disagree that. Reed College. a picnic. invite s.o. invite s.o. invite s.o. talk problem. a customer. wait arrive arri

6. I arrived this city last month.
7. I arrived the airport around eight.
8. I listened the news on TV last night.
9. This exercise consists verbs that are followed by certain prepositions.
10. Jack invited me his party.
11. I complained the landlord the leaky faucet in the kitchen.
12. Annie disagreed her father about the amount of her weekly allowance.
13. Did you talk Professor Adams your grades?
EXERCISE 7. Review: preposition combinations. (Groups A and B) Directions: Complete the sentences with prepositions.
1. Dan is always nice everyone.
2. A: How long do you need to keep the Spanish book you borrowed me?
B: I'd like to keep it until I'm ready the exam next week.
3. A: Why weren't you more polite Alan's friend?
B: Because he kept staring me all evening. He made me nervous.
4. A: We're going to beat you in the soccer game on Saturday.
B: No way. Two of your players are equal only one of ours.
A: Oh yeah? We'll see.
5. Stop pouring! My cup is already full coffee.
6. May I please borrow some money you? I'm thirsty
an ice cream soda, and we're walking right by the ice cream shop.
7. A: Do you believe astrology?
B: I'm really not familiar it.
8. A: Mike, I really admire you your ability to remember names.
Will you help me the introductions?
B: Sure. Ellen, let me introduce you Pat, Andy, Debbie, Olga,
Ramon, and Kate.
■ EXERCISE 8. Review: preposition combinations. (Groups A, B, C, and D) Directions: Complete the sentences with prepositions.
1. Everyone is talking the explosion in the high school chemistry lab.
2. Carlos was absent class six times last term.
3. Fruit consists mostly water.
4. Our children are very polite adults, but they argue
their playmates all the time.

5. Three centimeters is equal approximately one and a half inches.		
6. I'm not ready my trip. I haven't packed yet.		
7. I borrowed some clothes my best friend.		
8. Are you familiar ancient Greek history?		
9.	I discussed my problem my uncle.	
10.	Someday astronauts will travel another solar system.	
11.	Jennifer arrived this city last Tuesday.	
12.	Jack's plane arrived the airport in Mexico City two hours ago.	
13.	I admire you your ability to laugh yourself when you	
	make a silly mistake.	
14.	A: Why are you staring the wall?	
	B: I'm not. I'm thinking.	
15.	A: Are you two arguing each other your in-laws again?	
	B: Do you know what his father did?	
	C: Oh yeah? Listen what her sister said.	
	A: Shhh. I don't want to hear any of this. Stop complaining me	
	your relatives. I don't agree either of you.	

SELF-STUDY PRACTICE. Group E.

Directions: The prepositions in the column on the left are the correct completions for the blanks. Follow the same steps you used for Group A on page 454.

	Preposit	ion Combinations:	Group E	
Answers	Sentences		Reference List	
about A	She asked me	my trip.	ask s.o.	s.t. (inquire)
for S	She asked me	my advice.	ask s.o.	s.t. (request)
to NH	This book belongs	me.	belong	s.o.
about / of	I dreamed	my girlfriend.	dream	s.o./s.t.
about	Do you know anything	jazz?	know	s.t.
at	I'm looking	_ this page.	look	s.t./s.o.
for	I'm looking	_ my lost keys.	look	s.t./s.o. (search)
like	Anna looks	her sister.	look	s.o. (resemble)
to	I'm looking forward	vacation.	look forward	s.t.
to	Your opinion doesn't matter	me.	matter	s.o.
with	Something is the matter	the cat.	be the matter	s.t./s.o.
for	I'm searching	my lost keys.	search	s.t./s.o.
from	She separated the boys	the girls.		(that)
about of	I warned them	the danger.	warn s.o.	s.t.

EXERCISE 9. Proposition combinations. (Group E) Directions: Complete the sentences with propositions.
1. What's the matter you? What's wrong?
2. We can go out for dinner, or we can eat at home. It doesn't matter me.
3. To make this recipe, you have to separate the egg whites the yolks.
4. I don't know anything astrology.
5. I'm looking forward my vacation next month.
6. Dennis dreamed his girlfriend last night.
7. Right now I'm doing an exercise. I'm looking my book.
8. Jim can't find his book. He's looking it.
9. Jim is searching his book.
10. I asked the waitress another cup of coffee.
11. I asked Rebecca her trip to Japan.
12. Does this pen belong you?
13. The city was warned the hurricane in advance.

☐ SELF-STUDY PRACTICE. Group F.

Directions: The prepositions in the column on the left are the correct completions for the blanks. Follow the same steps you used for Group A on page 454.

1000	Preposition Combinations: Group F				
Answers	Sentences		Reference List		
to O	I apologized	my friend.	apologize	S.O.	
for S	I apologized	my behavior,	apologize	s.t.	
of AM	I don't approve	Al's behavior.	approve	s.t.	
to / with	I compared this book _	that book.	compare (this)	(that)*	
on	I depend	my family.	depend	s.o./s.t.	
of from	He died	heart disease.	die	s.t.	
from	The teacher excused m	e class.	excuse s.o.	s.t.	
for	I excused him	his mistake,	excuse s.o.	s.t. (forgive)	
for	I forgave him	his mistake.	forgive s.o.	s.t.	
of	I got rid	my old clothes.	get rid	s.t./s.o.	
to	What happened	your car?	happen	s.t./s.o.	
on	I insist	_ the truth.	insist	s.t.	
from	I protected my eyes	the sun.	protect s.t./s.o	s.t./s.o.	
on	I am relying	you to help me.	rely	s.o./s.t.	
for	Thank you	your help.	take care	s.t./s.o.	
of	Mr. Lee took care	the problem.	thank s.o.	s.t.	

^{*}Also possible: I compared this and that. (And is not a preposition. A parallel structure with and may follow compare.)

☐ EXER	CISE 10. Preposition com Directions: Complete the sen	The second secon	· · · · · · · · · · · · · · · · · · ·		
	1. I apologized	Ann	stepping o	n her toe.	
	2. I thanked Sam	helping m	e fix my car.		
	3. My grandfather doesn't	approve	gambling.		
	4. Please forgive me	forgetti	ng your birthday.		
	5. My friend insisted	taking	me to the airport.		
	6. Please excuse me	being la	ate.		
	7. Children depend	their pa	rents for love and s	support.	
	8. In my composition, I com	mpared this city	my	hometown.	
	9. Umbrellas protect peopl	e	rain.		
	10. We're relying	Jason to hel	p us move into our	new apartm	ent.
	11. We had mice in the house	se, so we set some	traps to get rid		them.
	12. What happened	your fing	er? Did you cut it?	?	
	13. My boss excused me	the	meeting when I be	came ill.	
	14. What did old Mr. Hill d	ie	_?		
□ SELF	STUDY PRACTICE. Group of Directions: The prepositions blanks. Follow the same ste	in the column on			ions for the

Answers	Sentences		Reference List	
to Co	I'm accustomed	hot weather.	be accustomed	s.t.
to S	I added a name	my address book.	add (this)	(that)
on AM	I'm concentrating	this exercise.	concentrate	s.t.
into	I divided the cookie	two pieces.	divide (this)	(that)
from	They escaped	prison.	escape	(a place)
about	I heard	the prison escape.	hear	s.t./s.o.
from	I heard about it	my cousin.	hear about s.t.	s.o.
from	The escapees hid	the police.	hide (s.t.)	s.o.
for	We're hoping	good weather.	hope	s.t.
by	I multiplied 8	2.	multiply (this)	(that)
to / with	I spoke		speak	s.o.
about	We spoke to Dr. Carter _	my problem.	speak to/with	s.t.
tell	I told the teacher	my problem.	tell s.o.	s.t.
from	I subtracted 7	16.	subtract (this)	(that)
about	I wonder	_ lots of curious things.	wonder	s.t.

Directions: Complete the sentences with prepositions.			
1. Shhh. I'm trying to concentrate this math problem.			
2. How did the bank robbers escape jail?			
3. Did you tell your parents the dent in their new car?			
4. We're hoping good weather tomorrow so we can go sailing			
5. Did you hear the earthquake in Turkey?			
6. I heard my sister last week. She wrote me a letter.			
7. I spoke Dr. Rice my problem.			
8. I'm not accustomed cold weather.			
9. When you divide 2 6, the answer is 3.			
10. When you subtract 1 6, the answer is 5.			
11. When you multiply 6 3, the answer is 18.*			
12. When you add 6 4, the answer is 10.**			
13. George wondered his team's chances of winning the tenns			
tournament.			
14. Sally hid her journal her younger sister.			
EXERCISE 12. Review: preposition combinations. (Groups E, F, and G) Directions: Complete the sentences with prepositions.			
1. He insisted knowing the truth.			
2. I was wondering that!			
3. What's the matter you today?			
4. He hid the money his wife.			
5. We separated the ducks the chickens.			
6. I apologized my boss my mistake.			
7. We got rid the cockroaches in our apartment.			
8. Who does this book belong?			
9. The prisoners escaped their guards.			
10. What happened you?			
11. I'm sorry. Please forgive me my error.			
12. What did Mr. Grant die?			
13. Parents protect their children harm.			
14. Shh. I'm trying to concentrate my work.			
*Also possible: multiply 6 times 3 **Also possible: add 6 and 4; add 6 plus 4			

⁴⁶² APPENDIX 2

15.	I rely my frie	ends for their help.
16.	I don't approve	his lifestyle.
17.	The official warned us	the danger of traveling there.
18.	Fresh vegetables are good _	you.
19.	We're looking forward	your visit.
20	Does it matter	you what time I call this evening?

A2-2 PREPOSITION COMBINATIONS: A REFERENCE LIST

Α		,	dense des
	absent from	ье	devoted to die of / from
	accustomed to	2	
0e		ое	different from
۲.	add (this) to (that)	,	disagree with (someone) about (something)
oe	acquainted with	ье	disappointed in
,	admire (someone) for (something)		discuss (something) with (someone)
be	afraid of		divide (this) into (that)
	agree with (someone) about (something)		divorced from
ье	angry at/with (someone) about/over (something)	be	done with
	apologize to (someone) for (something)		dream about / of
	apply for (something)		dream of
	approve of	_	
	argue with (someone) about / over (something)	E	
	arrive at (a building / a room)		engaged to
	arrive in (a city / a country)	bе	equal to
	ask (someone) about (something)		escape from (a place)
	ask (someone) for (something)	bе	excited about
be	aware of		excuse (someone) for (something)
			excuse from
В		be	exhausted from
be	bad for	_	
	believe in	F	
	belong to		familiar with
be	bored with / by	bе	famous for
	borrow (something) from (someone)		feel about
	Corrow (someoning) Rom (someone)		feel like
С			fill (something) with
	clear to	bе	finished with
DE	combine with		forgive (someone) for (something)
		be	friendly to / with
	compare (this) to / with (that)		frightened of/by
,	complain to (someone) about (something)		full of
be	composed of		
	concentrate on	G	
	consist of		get rid of
	crazy about	bе	gone from
	crowded with		good for
be	curious about		graduate from
D		H	
	depend on (someone) for (something)		happen to
be	dependent on (someone) for (something)	be	happy about (something)
be	dependent on (someone) for (something)	be	nappy about (something)

A2-2 PREPOSITION COMBINATIONS (CONTINUED)

```
be happy for (someone)
                                                             protect (this) from (that)
   hear about / of (something) from (someone)
                                                             provide (someone) with
   help (someone) with (something)
                                                          be proud of
   hide (something) from (someone)
   hope for
                                                          Q
                                                          be qualified for
be hungry for
                                                          \mathbf{R}
   insist on
                                                             read about
be interested in
                                                          be ready for
   introduce (someone) to (someone)
                                                          be related to
   invite (someone) to (something)
                                                             rely on
be involved in
                                                          be responsible for
K
                                                          S
be kind to
                                                          be sad about
   know about
                                                          be satisfied with
                                                          be scared of/by
L
                                                             search for
   laugh at
                                                             separate (this) from (that)
   leave for (a place)
                                                          be similar to
   listen to
                                                             speak to / with (someone) about (something)
   look at
                                                             stare at
   look for
                                                             subtract (this) from (that)
   look forward to
                                                          be sure of / about
   look like
M
                                                          T
be made of
                                                             take care of
be married to
                                                             talk about (something)
   matter to
                                                             talk to / with (someone) about (something)
be the matter with
                                                             tell (someone) about (something)
   multiply (this) by (that)
                                                          be terrified of/by
                                                             thank (someone) for (something)
N
                                                             think about / of
be nervous about
                                                          be thirsty for
be nice to
                                                          be tired from
                                                          be tired of
o
                                                             translate from (one language) to (another)
be opposed to
P
                                                          be used to
   pay for
be patient with
be pleased with / about
   play with
                                                             wait for
                                                             wait on
   point at
                                                             warn about / of
be polite to
                                                             wonder about
   prefer (this) to (that)
be prepared for
                                                          be worried about
```



Chapter 1: PRESENT TIME

EXERCISE 1, p. 1.

PART II. ... Maria is from Mexico. Right now, she's living on Fifth Avenue in an apartment (OR: in an apartment on Fifth Avenue). She has been here for three days. She came here to study English at this school before she goes to another school to study computer programming. In her free time, she likes to get on the Internet.

PART III: Possible introduction: I would like to introduce Kunio to you. He's from Japan. Right now, he's living in a dorm. He has been here for two months. Right now he's studying English. Later, he's going to study engineering at this school. In his free time, he reads a lot. He also likes to get on the Internet.

PART IV: Expected questions:

What is your name?

Where are you from?

Where are you living? / Where do you live?

How long have you been in (this city)?

Why did you come here?

What do you like to do in your free time?

EXERCISE 3, p. 3.

- 1. I am a student at this school. (OR: We are students at this school.)
- 2. I am not living at home right now.
- 3. I am living in this city.
- 4. I'm studying English.
- 5. I don't know my teacher's name.
- 6. (name) teaches our English class.
- 7. She/He expects us to be in class on time.
- 8. We always come to class on time.
- 9. Does Omar go to school? / Is Omar going to school?
- 10. Tom doesn't go to school.
- 11. My sister doesn't have a job.
- 12. Does Anna have a job?

EXERCISE 4, p. 5.

- 1. right now
- 4. right now
- 2. right now
- 5. habit
- 3. habit
- 6. habit

- 7. right now 8. right now
- 11. right now
- 12. habit
- 9. habit
- 13. habit
- 10. right now

EXERCISE 5, p. 5.

- 2. am sitting . . . sit
- 3. speaks . . . is speaking
- 4. Does it rain . . . is
- 5. Is it raining . . . is starting
- 6. is walking
- 7. walks . . . Do you walk . . . Does Oscar walk
- 8. am buying . . . buy

EXERCISE 10, p. 10.

- 2. Tom is always at
- 3. The mail usually comes
- 4. The mail is usually here
- 5. I generally eat
- 6. Tom is generally in
- 7. ... do vou generally eat
- 8. Are you usually in

EXERCISE 11, p. 10.

- 1. c. Jack frequently doesn't shave
 - d. Jack occasionally doesn't shave
 - e. lack sometimes doesn't shave
 - f. Jack always shaves
 - g. Jack doesn't ever shave
 - h. Jack never shaves
 - i. Jack hardly ever shaves
 - j. Jack rarely shaves
 - k. Jack seldom shaves
- 2. a. I usually don't eat breakfast.
 - b. I don't always eat breakfast.
 - c. I seldom eat breakfast.
 - d. I don't ever eat breakfast.
- 3. a. My roommate generally isn't home
 - b. My roommate sometimes isn't home
 - c. My roommate isn't always home
 - d. My roommate is hardly ever home

EXERCISE 14, p. 12.

- 3. listens = a singular verb
- 4. students = a plural noun

- 5. helps = a singular verb
- 6. Planets = a plural noun
- 7. lists = a singular verb
- 8. likes, takes, sits, feeds = singular verbs bus = a singular nounbirds, Ducks, pigeons = plural nouns

EXERCISE 15. p. 12.

3.	hopes	8.	waits	12.	buys
4.	reaches	9.	mixes	13.	enjoys
5.	moves	10.	blows	14.	flies
6.	kisses	11.	studies	15	carries

7. pushes

EXE	RCISE 16, p. 13.		
3.	floats	11.	consists
4.	flow (no change)	12.	sleep (no change)
5.	worries	13.	contains
6.	buys	14.	freezes boils
7.	fly (no change)	15.	crosses walks uses
8.	teaches	16.	enjoy (no change) lasts
9.	asks		brings
10.	watches		

EXERCISE 17, p. 14.

- 1. A star shines in the sky at night.
- 2. Automobiles cause air pollution.
- 3. A rubber band stretches when you pull it.
- 4. A hotel supplies its guests with clean towels.
- 5. Newspaper ink stains my hands when I read the paper.
- 6. Oceans support a huge variety of marine life.
- 7. A bee gathers nectar from flowers.
- 9. A hurricane causes great destruction when it reaches
- 10. A river flows downhill.
- 11. Does physical exercise improve your circulation and general health?
- 12. An elephant uses its long trunk like a hand to pick things up.
- 14. Brazil produces one-fourth of the world's coffee.

EXERCISE 19, p. 17.

- 1. am looking . . . see
- 2. Do you need . . . Do you want
- 3. think . . . know . . . forget . . . remember
- 4. Do you believe . . . are you talking . . . exist
- 5. are ... are having ... have ... are playing ... like ... are sunbathing . . . are trying . . . are listening . . . hear
- 6. are you thinking . . . am thinking . . . Do you like . . . think
- 7. do you prefer ... like ... am reading ... prefer ... are ... value ... means ... is ... loves ... sounds
- 8. spins . . . is spinning . . . Are you trying . . . Do you really think ... Do you believe ... are growing ... are getting . . . are taking . . . are speaking

EXERCISE 20, p. 20.

- 2. Is it raining . . . it isn't . . . don't think
- 3. Do your friends write . . . they do . . . get
- 4. Are the students taking . . . they aren't . . . are doing
- 5. Does the weather affect . . . it does . . . get
- 6. Is Jean studying . . . she isn't . . . is . . . is playing . . . Does Jean play . . . she doesn't . . . studies . . . Is she . . . she is ... plays ... Do you play ... I do ... am not

EXERCISE 22, p. 21.

- 2. Are they watching . . . aren't . . . are playing
- 3. hear . . . Do you hear . . . do
- 4. are you listening . . . want
- 5. am . . . are you doing . . . am trying . . . is resting
- 6. do you think . . . think . . . don't think
- 7. are you thinking . . . am thinking . . . am not thinking ... don't believe
- 8. Do you see . . . am talking . . . is wearing . . . Do you know . . . don't think
- 9. Do you know . . . do . . . is . . . doesn't make . . . know

EXERCISE 23, p. 23.

- (1) My friend Omar owns his own car now. It's brand new. Today he is driving to a small town north of the city to visit his aunt. He loves to listen to music, so the CD player is playing one of his favorite CDs-loudly. Omar is very happy: he is driving his own car and listening to loud music. He's looking forward to his visit with his aunt.
- (2) Omar visits his aunt once a week. She's elderly and lives alone. She thinks Omar is a wonderful nephew. She loves his visits. He tries to be helpful and considerate in every way. His aunt doesn't hear well, so Omar is speaks loudly and clearly when he's with her.
- (3) When he's there, he fixes things for her around her apartment and helps her with her shopping. He doesn't stay with her overnight. He usually stays for a few hours and then heads back to the city. He kisses his aunt good-bye and gives her a hug before he leaves. Omar is a very good nephew.

Chapter 2: PAST TIME

EXERCISE 1, p. 24.

1. b	6. d, c	11. c, c, c, c
2. b, b	7. c, c	12. c
3. a	8. c, b, b	13. b, b, b
4. c	9. d, b, c	14. c, c
5. c, c	10. c, c, d	15. c, b

EXERCISE 2, p. 26.

- 2. I don't live in a tree. I live in
- 3. I didn't take a taxi to school today. I... to school today.
- 4. I'm not sitting on a . . . sofa. I'm sitting on

- 5. Our teacher didn't write Romeo and Juliet. Shakespeare wrote
- 6. Our teacher's name isn't William Shakespeare. Our teacher's name is
- 7. I wasn't on a cruise ship . . . yesterday. I was
- 8. Rocks don't float, and wood doesn't sink. Rocks sink, and wood floats.
- 9. The teacher didn't fly into the classroom today. The teacher
- 10. Spiders don't have six legs. Spiders have eight legs.

EXERCISE 5, p. 28.

4. ask/t/	8. push/t/	12. touch/t/
5. start/əd/	9. add/əd/	13. wave/d/
6. drop/t/	10. pass/t/	14. point/ad/
7. pull/d/	11. return/d/	15. agree/d/

EXERCISE 6, p. 29.

1.	answer/d/	6.	finish/t/	11.	work/t/
2.	arrive/d/	7.	fix/t/	12.	invite/əd/
3.	continue/d/	8.	help/t/	13.	suggest/od/
4.	end/əd/	9.	look/t/	14.	smell/d/
5.	explain/d/	10.	plan/d/	15.	cross/t/

EXERCISE 7, p. 30.

2.	waiting, waited	13.	taping, taped
	hitting, (hit)		tapping, tapped
4.	writing, (wrote/written)	15.	raining, rained
5.	shouting, shouted	16.	running, (ran/run)
6.	cutting, (cut)	17.	whining, whined
7.	meeting, (met)	18.	winning, (won)
8.	hoping, hoped	19.	explaining,
9.	hopping, hopped		explained
10.	helping, helped	20.	burning,
11.	sleeping, (slept)		burned/burnt

EXERCISE 8, p. 30. 1 opening opened

12. stepping, stepped

1.	opening, opened	11. hurrying, hurrie	ed
2.	beginning,	12. studying, studie	d
	(began/begun)	13. enjoying, enjoye	d
3.	occurring, occurred	14. replying, replied	1
4.	happening, happened	15. staying, stayed	
5.	referring, referred	16. buying, (bough	1)
6.	offering, offered	17. trying, tried	
7.	listening, listened	18. tying, tied	
8.	admitting, admitted	19. dying, died	
9.	visiting, visited	20. lying, lied	

EXERCISE 9, p. 31.

10. omitting, omitted

2.	promising, promised	4.	wiping, wiped
3.	slapping, slapped	5.	carrying, carrie

6.	crying, cried	14.	signing, signed
7.	praying, prayed	15.	pointing, pointed
8.	smiling, smiled	16.	appearing, appeared
9.	failing, failed	17.	relaxing, relaxed
10.	filing, filed	18.	borrowing, borrowed
11.	dragging, dragged	19.	aiming, aimed
12.	using, used	20.	cramming, crammed
13.	preferring, preferred		Management of the second of th

EXERCISE 10, p. 34.

Expected answers:

1.	drove rode	12. caught
	took/rode	13. stole/took
2.	slept	14. wore
3.	wore	15. sang put
4.	froze	16. shook
5.	drank	17. swept
6.	chose/took	18. flew
7.	hung/put	19. held
8.	rang , woke	20. fed
9.	rose/came up	21. dug
10.	sent/wrote	22. left forgot
11	taught	

EXERCISE 11, p. 35.

Exp	ected answers:		
1.	cut	12. sold	
2.	spent	13. hid	
3.	kept	14. tore threv	V
4.	read	15. drew	
5.	lost went found	16. felt	
6.	held	17. heard got	
7.	met	18. won	
8.	forgave	19. bit	
9.	broke	20. blew	
10.	bought	21. cought sw	am
11.	fought	22. told knew	,

EXERCISE 13, p. 37.

2.	Did Tom's plane arrive it did got
3.	Did you go I didn't stayed didn't feel
4.	Did Mark Twain write he did wrote
5.	Did you eat I didn't didn't have didn't ring

EXERCISE 16, p. 40. 2. was eating ... came

3.	came was eating
4.	was sleeping
5.	was sleeping rang
6.	rang was sleeping
7.	began
8.	was walking saw
9.	saw was standing was
10.	waved saw

holding

EXERCISE 18, p. 41.

- 3. was . . . talking . . . were describing
- 4. is ... talking ... is describing
- 5. am walking
- 6. was walking

EXERCISE 19, p. 42.

PART I.

2. is studying	14. is
3. is sitting	15. sc
and the same of th	

4. isn't studying5. is staring6. wants

7. is looking

8. are you looking9. am watching10. don't know

11. admire 12. is steering

13. is drinking

PART II.

26. (was) studying27. was sitting28. wasn't studying

29. was staring 30. was watching

31. walked32. pointed33. was steering

15. seems

weaving

15. seems 16. isn't

17. looks 18. never had 19. was

20. was 21. tried

22. laughed 23. tried

24. was

34. was drinking

35. was weaving
 36. seemed

37. never learned (also possible: had never learned)

38. was39. offered40. accepted

EXERCISE 20, p. 44.

- (3) chose ... took ... held ... walked ... dropped ... picked ... spotted ... bent ... was
- (4) hopped ... picked ... brought ... am ... claim
- (5) told ... refused ... heard ... laughed ... laughed ... said
- (6) felt ..., am ... fell ... sobbed ... loved ... believed ... didn't understand ... hid ... kept ... grew ... had ... rang
- (7) left ... ran ... went ... ate ... drank ... cut ... washed ... swept ... made ... took ... was
- (8) went ... was ... swam ... became ... was swimming ... lost ... quit ... was drowning ... appeared ... pushed ... saved
- (9) did you save ... are ... have ... do not ... am
- (10) said ... began ... sat ... listened ... understood ... told ... shared ... spent ... talked ... laughed ... played ... worked
- (11) were sitting ... bent ... kissed ... turned ... took ... saved ... looked ... saw ... found ... am ... saw ... found
- (12) returned ... got ... were ... ignored ... didn't talk ... made ... gave ... lived

EXERCISE 22, p. 49.

- Before I left my apartment this morning, I unplugged the coffee pot. OR I unplugged the coffee pot before I left my apartment this morning.
- Until I was seven years old, I lived on a farm. OR I lived on a farm until I was seven years old.
- As soon as I heard the doorbell, I opened the door.
 OR I opened the door as soon as I heard the doorbell.
- 5. While the rabbit was sleeping, the fox climbed through the window. OR The fox climbed through the window while the rabbit was sleeping. When the fox climbed through the window, the rabbit was sleeping. OR The rabbit was sleeping when the fox climbed through the window.
- When it began to rain, I stood under a tree. OR I stood under a tree when it began to rain.
- 7. While I was lying in bed with the flu, my friends were swimming at the beach. OR I was lying in bed with the flu while my friends were swimming at the beach. While my friends were swimming at the beach, I was lying in bed with the flu. OR I was lying in bed with the flu while my friends were swimming at the beach.

EXERCISE 23, p. 50.

- bought . . . went; adv cl = [before I went to the hospital yesterday to visit my friend]
- 3. went . . . got . . . was . . . was planting . . . was . . . was working . . . was changing . . . were playing . . . was changing . . . were playing; adv el = [When I got there around two o'clock] and [while Mr. Smith was changing the oil in the car]
- 4. hit . . . was using . . . hurt; adv cl = [while I was using the hammer]
- heard . . . began; adv cl = [As soon as we heard the news of the approaching hurricane]
- 6. walked ... got ... stopped ... rested ... was; adv cl = [until he got tired] and [until he was strong enough to continue]
- 7. was lying ... heard ... heard ... turned ... held ... listened ... was chewing; adv cl = [While I was lying in bed last night] and [When I heard this strange noise]
- 8. was looking ... started ... took ... was taking ...
 (was) enjoying ... came ... asked ... told ... thanked
 ... went ... stayed ... carne ... covered ... went ...
 returned ... noticed ... was making ... was humming
 ... thought ... shut ... got ... left ... spent; adv cl =
 [while I was looking] and [while I was taking a short
 break outdoors and ... on my face] and [After I told
 him how to get there] and [until a big cloud came and
 covered the sun] and [As soon as I returned to my
 desk]

EXERCISE 24, p. 52.

- 2. ... used to work
- 3. Margo was used to teach
- 4. Where did you use(d) to live?
- 5. didn't was use(d) to
- 6. Did you use(d) to
- 7. ... used to go to the beach

EXERCISE 25, p. 52.

- 2. used to think
- 3. did you use(d) to live
- 4. Did you use(d) to work
- 5. never used to wake up / didn't use(d) to wake up . . . used to sleep
- 6. used to watch . . . didn't use(d) to watch . . . did you use(d) to watch

Chapter 3: FUTURE TIME

EXERCISE 2, p. 56.

- 2. is Alex going to be . . . is going to be
- 3. Are you going to finish . . . I'm going to finish
- 4. are you going to call . . . am not going to call . . . am going to send
- 5. is Dr. Price going to talk . . . is going to discuss

EXERCISE 6, p. 59.

- 2. We'll
- 5. He'll
- 3. You'll
- 6. It'll
- 4. She'll
- 7. They'll

EXERCISE 7, p. 59.

- 1. "Rob'll"
- 5. "party'll"
- 2. "Dinner'll"
- 6. "Sam'll"
- 3. "Mary'll"
- 7. "friends'll"
- 4. "weather'll"
- 8. "sun'll"

EXERCISE 8, p. 60.

- 2. very sure
- 7. 50% sure
- 3. 90% sure
- 8. very sure
- 4. 50% sure
- 9. very sure (art museum),
- 5. 90% sure
- 50% sure (natural history museum)
- 6. very sure
- 10. 90% sure

EXERCISE 9, p. 61.

- 2. Rosa probably won't go / probably isn't going to go She'll probably stay / is probably going to stay home and rest.
- 3. Sam will probably go / is probably going to go He probably won't stay up / probably isn't going to stav up

- 4. Ms. Bok probably won't fly / probably isn't going to
 - She'll probably travel / is probably going to travel
- 5. Mr. Chu will probably call / is probably going to call ... or e-mail
 - He probably won't wait / probably isn't going to wait
- 6. Gina probably won't run / probably isn't going to run She'll probably skip / is probably going to skip

EXERCISE 13, p. 63.

- 2. (1)
- 6. (1)
- 3. (2)
- 7. (1), (2)
- 4. (1) 5. (1), (2)
- EXERCISE 14, p. 64.
- 3. will
- 7. will

8. (1), (2), (2), (2)

- 4. am going to
- 8. will
- 5. will
- 9. am going to
- 6. are going to
- 10. will ... will

EXERCISE 15, p. 65.

- 2. . . . after she -will returns from vacation next week.
- 3. . . . as soon as my plane will lands.
- 4. . . . until I -will find something better.
- 5. ... as soon as you will find out anything about it.
- 6. When you are in Australia next month,
- 7. If it isn't cold tomorrow, . . . If it is cold tomorrow,

EXERCISE 16, p. 66.

- 2. will call . . . returns
- 6. will stay . . . calls
- 3. won't be . . . come
- 7. doesn't come . . . will miss
- 4. go . . . will prepare
- 8. gets (also possible: is) . . .
- 5. visits . . . will take
- will eat ... is ... will be

EXERCISE 20, p. 69.

- 1. a. goes . . . brushes
 - b. goes . . . is going to e-mail / will e-mail
 - c. went . . . took
 - d. was taking ... rang
 - e. rang . . . jumped
 - f. gets . . . is going to brush / will brush
 - g. brushes . . . gets
- 2. a. get . . . drink
 - b. get . . . am going to drink / will drink
 - c. will not have . . . get
 - d. got . . . drank
 - e. was drinking ... came ... offered
 - f. is probably going to drop / will probably drop comes . . . am going to make / will make

EXERCISE 22, p. 70.

- 1. A: are . . . doing (future)
 - B: am going (future)
 - B: am going . . . are . . . doing (future)
 - A: am going . . . are going (future)
 - B: am meeting (future)
- 2. A: are . . . taking (present)
 - B: am taking (present)
 - A: are . . . taking (future)
 - B: am taking (future)
- 3. A: am going (future)
 - B: are . . . going (future)
 - B: Are . . . flying . . . taking/driving (future)
 - A: am flying (future)
 - A: am taking (future)
 - B: am staying (future)
- 4. A: are . . . doing (present)
 - B: am cutting (present)
- 5. A: am leaving (future)
 - A: am spending (future) . . . is going (present) . . . am visiting (future)

EXERCISE 25, p. 73.

- 3. b 6. a, b
- 4. a, b 7. a, b
- 5. b 8. b

EXERCISE 26, p. 74.

- 1. The chimpanzee is about to eat a banana.
- 2. The man is about to leave/walk out the door.
- 3. The airplane is about to land.
- 4. The woman is about to answer the phone.

EXERCISE 27, p. 74.

Possible answers:

- 2. She's about to open the door.
- 3. He's about to finish the exam.
- 4. She's about to wash her hands.
- 5. He's about to leave/go outside.
- 6. She's about to swat the fly.
- 7. He's about to go to bed.

EXERCISE 29, p. 75.

- 2. ... and invited
- 3. ... and think
- 4. ... and studying
- 5. ... and turn

EXERCISE 30, p. 76.

- 1. walked . . . was reading . . . smoking
- 2. is going to/will move . . . look . . . graduates
- 3. calls . . . complains
- 4. is crying . . . laughing
- get ... am taking ... going (OR: am going to take ... go)

- 6. dug . . . buried
- comes . . . am going to play . . . jog (OR: am playing . . . jogging)
- 8. was carrying . . . climbing . . . flew . . . sat . . . dropped . . . spilled [BrE: spilt]
- 9. arrived ... started ... was watching ... feeling ... knocked ... asked ... see ... spend ... are going to borrow ... go (OR: are borrowing ... going) ... are taking ... going (OR: are going to take ... go)

EXERCISE 31, p. 77.

- ride . . . was raining . . . took . . . arrived . . . discovered
- 2. opens . . . leave
- 3. cut . . . is bleeding . . . will get
- 4. am going / going to go . . . are going / going to go
- 5. A: is ringing
 - B: know
 - A: Are you going to answer
 - A: Do you want
 - A: don't you want
 - B: am expecting . . . don't want
- are you wearing / going to wear . . . am planning / plan . . . bought . . . is . . . will show . . . will get . . . bring
- 7. A: is . . . are flashing
 - B: know . . . know . . . see
 - A: is going . . . Are you speeding
 - B: am driving
 - A: is passing
- A: Will the sun keep . . . will it eventually burn (also possible: be going to)
 - B: will eventually burn . . . won't happen (also possible: be going to)
- will land / is going to land . . . think . . . will find / are going to find . . . don't expect / am not expecting . . . believe . . . will make / are going to make

EXERCISE 32, p. 79.

- (1) made . . . didn't have . . . weren't . . . wore
- (2) make . . . comes . . . buy
- (3) is . . . wear . . . wear
- (4) exist ... wear ... are
- (5) will probably be / are probably going to be . . . will wear / are going to wear . . . Will we all dress / Are we all going to dress . . . show . . . do you think

EXERCISE 33, p. 80.

- 2. ... and I passed it.
- 3. I do not like the food in the United States.
- 4. I used to get up
- I study hard every day, but my English is not improving.
- 6. Everyone enjoys
- 7. ... sang songs and talked to each other.

- 8. I studied English in my school in Hong Kong before I came here.
- 9. I like to travel. I am going to go to
- 10. Now I am studying at this school and I living with my cousin. I am always meet my friends in the cafeteria, and we talk about our classes.
- 11. When I wake up in the morning, I turn on the radio before I get up.
- 12. I am live with . . . They have four children.
- 13. . . . man took it . . . and killed it without mercy.
- 14. . . . the weather is not to be cloudy, I see/can see a beautiful
- 15. . . . children they are going to join me after I willfinish

EXERCISE 34, p. 81.

- 1. I want to tell you about Oscar. He is my cousin. He came here four years ago. Before he came here, he studied statistics in Chile. When he left Chile to come here, he came with four friends. They studied English in Ohio. Then he went to New York and stayed there for three years. He graduated from New York University. Now he is studying at this school. After he finishes his Master's degree, he will return to Chile.
- 2. Long ago in a faraway place, a lonely man moved into a new neighborhood. His first project was his new garden. He began to work on it right away. He wanted to make a perfect garden. One day some friendly neighbors and their children visited the man in his garden and helped him with the work. They planted flowers and built a small bridge across a little stream. All of them were very happy while they were building the bridge and working on the garden. The man was especially happy because he was no longer lonely. While the adults were working, some of their children played/were playing with a ball in the garden. While they were playing, one of them stepped on a flower. Suddenly the man got very angry and told everyone to leave. All the neighbors left and went back to their own homes. After that, the man built a wall around his garden and locked the gate. For the rest of his life, the man sat alone in his garden every evening and cried.

EXERCISE 35, p. 81.

- 1. does yours say 7. don't understand
- 2. will be added
- 8. speak/are speaking
- 3. Are you planning 4. will prove
- 9. will just smile 10. will make
- 5. like
- 11. looks
- 6. will overcome
- 12. will have

Chapter 4: THE PRESENT PERFECT AND THE PAST PERFECT

EXERCISE 1, p. 83.

2.	am	13.	didn't practice
3.	am studying	14.	were
4.	have been	15.	came
5.	arrived	16.	have met
6.	began	17.	have met

7. came 18. had never met (also 8. have done possible: never met)

9. have met 19. know

20. have become (OR: are becoming) 12. spoke

EXERCISE 2, p. 84.

10. went

11. met

3.	gone	12.	studied
4.	had	13.	stayed
5.	met	14.	begun
6.	called	15.	started
7.	fallen	16.	written
8.	done	17.	eaten
9.	known	18.	cut
10.	flown	19.	read [pronounced "red"]
11.	come		been

EXERCISE 3, p. 85.

- 2. Have you ever stayed . . . have . . . have stayed
- 3. Have you ever met . . . haven't . . . have never met
- 4. Has Tom ever visited . . . has . . . has visited
- 5. Has Ann ever been . . . hasn't . . . has never been . . . has not been

EXERCISE 4. p. 87.

The second section is a second		
1. "Bob's been"	6.	"My f
2. "Jane's been"	7.	"My r

3. "The weather's been"

4. "My parents've been" 5. "Mike's already"

friends've moved"

roommate's traveled"

10. simple past

8. "My aunt and uncle've lived"

EXERCISE 6, p. 88.

X

SPECIFIED UNSPECIFIED X 3. present perfect 4. simple past X 5. simple past X X 6. present perfect 7. present perfect X X 8. simple past X 9. present perfect

EXERCISE 7, p. 88.

- 3. have . . . have eaten . . . ate
- 4. have already seen . . . saw
- 5. have already written . . . wrote
- 6. Has Antonio ever had . . . has . . . has had . . . had
- 7. have already read . . . read
- 8. have you visited . . . have visited . . . visited . . . was

EXERCISE 10, p. 91.

- ate, eaten
 drove, driven
 gave, given
 fell, fallen
 wrote, written
- 5. took, taken6. shook, shaken10. bit, bitten11. hid, hidden

EXERCISE 11, p. 91.

- Have you ever taken
 Have you ever driven
 Have you ever eaten
- Have you ever written
 Have you ever hidden
 Have you ever fallen
- 5. Have you ever shaken 11. Have you ever seen
- 6. Have you ever bitten

EXERCISE 12, p. 92.

broke, broken
 spoke, spoken
 blew, blown
 stole, stolen
 flew, flown
 got, gotten (got)
 drank, drunk
 wore, worn
 sang, sung
 drew, drawn
 grew, grown
 went, gone

EXERCISE 13, p. 192.

- 1. flown
 6. worn
 11. sung

 2. broken
 7. gone
 12. drunk

 3. drawn
 8. gotten (got)
 13. thrown

 4. swum
 9. stolen
 14. blown
- 5. spoken 10. grown

EXERCISE 14, p. 92.

 1. had, had
 8. lost, lost

 2. made, made
 9. slept, slept

 3. built, built
 10. felt, felt

 4. lent, lent
 11. met, met

 5. sent, sent
 12. sat, sat

 6. spent, spent
 13. won, won

 7. left, left
 14. hung, hung

EXERCISE 15, p. 93.

1. lost	6.	left	11.	made
2. met	7.	sat	12.	built
3. had	8.	spent	13.	won
4. felt	9.	lent	14.	hung
5. sent	10.	slept		

EXERCISE 16, p. 93.

- 1. sold, sold 9. thought, thought
 2. told, told 10. taught, taught
 3. heard, heard 11. caught, caught
 4. held, held 12. cut, cut
 5. fed, fed 13. hit, hit
 6. read, read 14. quit, quit
 7. found, found 15. put, put
 - 8. bought, bought

EXERCISE 17, p. 94.

1. taught	6.	heard	11. bough
2. held	7.	read	12. sold
3. found	8.	fed	13. hit
4. cut	9.	told	14. put
5. thought	10.	quit [BrE: quitted]	15. caught

EXERCISE 18, p. 94.

3.	since	8.	for	13.	for
4.	since	9.	since	14.	for
5.	for	10.	for	15.	since
6.	since	11.	since	16.	for
7.	since	12.	since		

EXERCISE 21, p. 96.

- 2. has changed . . . [since he started school]
- 3. [Ever since I was a child], I have been afraid
- 4. haven't slept . . . [since I left home three days ago]
- 5. [Ever since Danny met Nicole], he hasn't been
- 6. has had . . . [ever since he bought it]
- have you eaten [since you got up this morning] . . . have eaten
- had . . . was . . . [Ever since I left home at the age of fifteen], I have taken . . . have had . . . have learned

EXERCISE 23, p. 99.

- 2. is waiting . . . has been waiting
- 3. are talking . . . have been talking
- 4. are doing . . . have been doing
- 5. A: are you doing B: am working

A: have you been working B: have been working

EXERCISE 25, p. 100.

- 4. have read
- 5. have been reading
- 6. have stayed
- 7. has been crying
- 8. has been teaching / has taught
- has been playing / has played . . . have been playing / have played
- 10. has been working / has worked . . . has worked

EXERCISE 26, p. 102.

2. already 3. still

8. vet 9. still

4. anymore

10. yet . . . still

5. already

11. already

6. vet 7. still 12. still . . . anymore

EXERCISE 30, p. 105.

- 1. A: Do you have B: am planning A: Have you ever been B: was . . . lives / is living . . . go
- 2. B: is studying A: will she get / is she going to get / is she getting A: has she been studying A: Does she study
- 3. A: is talking B: is she talking A: have been talking
- 4. A: Do you know B: have . . . get . . . will call . . . (will) give B: will do
- 5. A: has been Has anyone seen B: saw . . . has been . . . will probably be / is probably going to be
- 6. A: have you worn / have you been wearing B: was A: Are you
- 7. A: Do you like B: have never eaten B: love A: is ... have gone B: have never been ... will be / is going to be . . . get
- 8. A: Do you smoke A: have you been smoking / have you smoked B: I have been smoking / have smoked ... was ... have been smoking / have smoked
 - A: did you start B: was A: Do you want B: plan / am planning . . . have decided . . . intend / am intending A: will feel / are going to feel . . . stop / have stopped
 - B: Have you ever smoked A: have never smoked ... was ... smoked ... stole ... went ... got ... have not had

EXERCISE 31, p. 107.

- 2. I have wanted to learn English since I was a child.
- 3. Our class has had three tests since the beginning of
- 4. I have started the English classes since three weeks ago, and I have learned some English since that time.
- 5. ..., but I still haven't found a good way.
- 6. All of us have learned many things since we were children.
- 7. ... Since then I haven't talked to her. (OR: After that, I didn't talk to her for three days.)
- 8. Since I was very young, I have liked animals.
- 9. I have been studying English for three and a half months.
- 10. I like English very much. When I was young, my father . . . but when I moved to another city, my father didn't find one for five years.

- 11. I almost died in an automobile accident five years ago. Since that day my life has changed completely.
- 12. In my country, women have been soldiers in the army since the 1970s.
- 13. I met Abdul in my first English class last June . . . We have been friends since that day.
- 14. ... I lived (OR: have lived) there for twenty years.
- 15. My wife and I were in Italy two weeks ago.
- 16. . . . A lot of our friends have visited her since she broke her leg.
- 17. I have been busy every day since I arrived in this
- 18. I haven't to eaten any kind of Chinese food for a week.

EXERCISE 32, p. 108.

2. haven't been

40. are 41. know

3. haven't heard 4. have been

42. enter

5. have been working

43. come

6. (have been) going 7. wrote

44. point 45, tell

8. was going

9. (was) studying

46. try 47. buy

10. have happened 11. were

48. don't agonize 49. have learned

12. lost

50. don't want

13. messed

14. got

51. need

15. showed

16. refused

17, felt

18. told

19. started

20. have been working / have worked

21. isn't/hasn't been

22. isn't/hasn't been

23. fetch

24. have met

25. started

26. came

27. wanted

28. brought

29. put

30. was walking

31. pulled 32. started

33. looked

34, said

35. do you like

36. twitched 37. said

38, turned

39. said

52. will prepare / is going to prepare

53. have decided

54. am working 55. (am) going

56. have always wanted

57. am 58. have

59. lost 60. made

61. have been 62. are

63. am really enjoying

64. will continue / am going to continue

65. will study / am going to

66. will pursue / am going to pursue

67. have told

68. have grown 69. understand

70. made (also possible: has made)

71. believe

72. am finally taking (OR: have finally taken)

EXERCISE 35, p. 114.

3.	a.	1st	6.	a.	2nd
	b.	2nd		b.	1st
4.	a.	2nd	7.	a.	1st
	b.	1st		b.	2nd
5.	a.	lst	8.	a.	2nd
	h.	2nd		b.	1st

EXERCISE 36, p. 115.

3.	have already slept	7. have alrea	dy seen
4.	had already slept	8. had alread	ly seen
5.	have already met	9. have made	
6.	had already met	10. had made	

7. Hasn't he come

8. had never been

9. was wearing . . . had never

EXERCISE 37, p. 116.

2.	A	6. A
3.	A	7. B
4.	В	8. B
5.	В	

EXERCISE 38, p. 117. 2. have never been

3. had already heard

4. was still snowing

5. had passed6. were making	worn hasn't worn
EXERCISE 39, p. 117.	

1 C

1. 0	٠. ٠	0. L
2. B	6. C	9. B
3. D	7. A	10. B
A A		

EXERCISE 40, p. 118.

1. D	5. C	8. A
2. C	6. C	9. D
3. D	7. C	10. B
4. D		

Chapter 5: ASKING QUESTIONS

EXERCISE 2, p. 121.

2. Dio	es aspirin	relieve	pain?	it does.
--------	------------	---------	-------	----------

- 3. Do snakes have legs? ... they don't.
- 4. Can snakes move backward? . . . they can't.
- 5. Is the United States in North America? . . . it is.
- 6. Did you enjoy the movie? . . . I did.
- 7. Will you be at home tonight? ... I won't.
- 8. Do you have a bicycle? ... I do.
- 9. Has Paul left? ... he has.
- 10. Did he leave with Kate? ... he did.

EXERCISE 4, p. 123.

- 1. Does she live there? Where does she live?
- 2. Do the students live there? Where do the students live?
- 3. Did Bob live there? Where did Bob live?
- 4. Is Mary living there? Where is Mary living?
- 5. Were you living there? Where were you living?
- 6. Are they going to live there? Where are they going to live?
- 7. Will John live there? Where will John live?
- 8. Can the students live there? Where can the students live?
- 9. Has Jim lived there? Where has Jim lived?
- 10. Has Tom been living there? Where has Tom been living?

EXERCISE 5, p. 124.

- 2. Where do your children go to school?
- 3. What time/When does class begin?
- 4. When did you meet the Smiths?
- 5. Why is the cat staring at the hole in the wall?

EXERCISE 8, p. 126.

- 3. Who knocked on the door? (S)
- 4. Who(m) did Sara meet? (O)
- 5. What did Mike learn? (O)
- 6. What changed Ann's mind? (S)
- 7. Who(m) is Ann talking about? (O) [OR: About whom is Ann talking? (O)]

EXERCISE 9, p. 126.

- 2. What did Mary see?
- 3. Who saw an accident?
- 4. Who(m) did Mary see?
- 5. Who saw John?
- 6. What happened?
- 7. What did Alice buy?
- 8. Who bought a new coat?
- 9. What are you looking at?
- (very formal: At what are you looking?)
- 10. Who(m) are you looking at? (very formal: At whom are you looking?)
- 11. Who(m) did you talk to? (very formal: To whom did you talk?)
- 12. What did Tom talk about? (very formal: About what did Tom talk?)
- 13. What did the teacher look at? (very formal: At what did the teacher look?)
- 14. Who looked at the board?
- 15. Who(m) did the teacher look at? (very formal: At whom did the teacher look?)
- 16. What is a frog?
- 17. What is an amphibian?
- 18. What do frogs eat?

EXERCISE 11, p. 128.

 1. Where's
 8. "Where'd"

 2. What's
 9. "What'd"

 3. "Why's"
 10. "Why'd"

 4. Who's
 11. "Who'd"

 5. "Who're"
 12. "Where'll"

 6. "Where're"
 13. "When'll"

 7. "What're"
 14. "Who'll"

EXERCISE 13, p. 129.

- 1. What does essential mean?
- 2. What does float mean?
- 3. What does mad mean?
- 4. What does bury mean?
- 5. What does beneath mean?
- 6. What does grabbed mean?
- 7. What is an orchard? / What does orchard mean?
- 8. What is a honeymoon? / What does honeymoon mean?
- 9. What is small talk? / What does small talk mean?
- 10. What are hedges? / What does hedges mean?

EXERCISE 14, p. 130.

- 2. What did you do
- 3. What are you going to do
- 4. What do you want to do
- 5. What would you like to do
- 6. What are you planning to do
- 7. What do you do
- 8. What do you do
- 9. What did the police officer do
- 10. What does a bear do
- 11. What should I do
- 12. What does Mr. Rice do . . . What does Mrs. Rice do

EXERCISE 16, p. 132.

- 3. music . . . classical/jazz/etc.
- 4. car . . . Ford, Toyota/etc.
- 5. books . . . novels/nonfiction/etc.
- 6.-8. Free response.

EXERCISE 18, p. 134.

- 3. Which
- 4. What
- 5. What
- 6. which . . . which

EXERCISE 19, p. 134.

- 3. Which pen / Which one / Which would you like?
- 4. What did Chris borrow from you?
- 5. What do you have in your hand? Which piece of candy / Which one / Which would you like?
- 6. Which tie / Which one / Which are you going to buy?

- 7. What did Tony get?
- 8. What countries / Which countries did you visit? . . Which country / Which one / Which did you enjoy visiting the most?

EXERCISE 20, p. 136.

Whose notebook is
 Whose coat is
 Whose tapes are
 Who is
 Who is
 Who is
 Who is
 Whose clothes are
 Whose hair is

EXERCISE 24, p. 139.

- 2. How important is education?
- 3. How do you get to school?
- 4. How deep is the ocean?
- 5. How are you going to get to Denver?
- 6. How difficult was the test?
- 7. How high is Mr. Everest?
- 8. How did you get to school today?

EXERCISE 26, p. 141.

- 2. How far is it from Montreal to Quebec?
- 3. How far is it to the post office?
- 4. How far did you get . . . ?

EXERCISE 28, p. 142.

- 2. It takes me twenty minutes to walk to class.
- 3. It took Gino an hour and a half to finish the test.
- It will take us forty-five minutes to drive to the airport.
- 5. It took Alan two weeks to hitchhike to Alaska.
- It takes me two hours to wash my clothes at the laundromat.

EXERCISE 30, p. 142.

- 2. How long will Mr. McNally be in the hospital?
- 3. How long does it take to learn a second language?
- 4. How long have you been living here?
- 5. How long did you live in Istanbul?
- 6. How long have you known Nho Pham?
- 7. How long has he been living in Canada?
- 8. How long does a person have to do something consistently before it becomes a habit?

EXERCISE 35, p. 144.

How long
 How fast
 How many
 How many
 How often
 How heavy
 How far
 How ... How

7. How many

EXERCISE 37, p. 146.

Expected completions:

- 2. Which one are you going to
- 3. Did you go to the game
- 4. Did you go (to it)
- Did you goWho went
- 7. Who(m) did you go
- 8. Can you walk

- 9. How far is it?
- 10. How did you
- How long did (does) it take you to
- 12. What time does the game
- 13. How often do you go
- 14. Why do you like to go
- 15. What do you do

EXERCISE 45, p. 152.

- 2. didn't he . . . Yes, he did.
- 3. wasn't he . . . Yes, he was.
- 4. won't she . . . Yes, she will.
- 5. can't you . . . Yes, I can.
- 6. did he/she . . . No, he/she didn't.
- 7. have you ... No, I/we haven't.
- 8. don't they . . . Yes, they do.

EXERCISE 46, p. 153.

- can't they
 shouldn't you
 doesn't he
 won't she
- 4. is he
 11. did you
 5. wouldn't you
 12. isn't it
 6. doesn't she
 13. isn't it
- 7. hasn't she 14. aren't they
- 8. doesn't she 15. isn't it . . . can't they

Chapter 6: NOUNS AND PRONOUNS

EXERCISE 1, p. 156.

- 5. noun 11. noun
 6. noun 12. adjective
 7. adjective 13. preposition
 8. preposition 14. noun
 9. noun 15. pronoun
- 10. adjective

EXERCISE 2, p. 157.

3. /2/ 9. 17/ 15. /az/ 4. /2/ 10. /z/ 16. /əz/ 5. /s/ 11. /s/ 17. /əz/ 6. /z/ 12. /əz/ 18. /əz/ 7. /s/ 13. /22/ 19. /əz/ 8. /z/ 14. /92/

EXERCISE 3, p. 157.

- 2. Boxes have six sides.
- 3. Big cities have many problems.
- 4. Bananas grow in hot, humid areas.
- 5. Insects don't have noses.
- 6. Lambs are the offspring of sheep.

- 7. Libraries keep books on shelves.
- 8. Parents support their children.
- 9. Indonesia has several active volcanoes/s.
- Baboons are big monkeys. They have large heads and sharp teeth. They eat leaves, roots, insects, and eggs.

EXERCISE 4, p. 159.

2.	libraries	12.	flashes	22.	butterflies
3.	children	13.	tomatoes	23.	categories
4.	leaves	14.	teeth	24.	mosquitoes
5.	wishes	15.	halves		mosquitos
6.	fish	16.	taxes	25.	sheep
7.	opinions	17.	possibilities	26.	wolves
8.	mice	18.	thieves	27.	stitches
9.	sandwiches	19.	heroes	28.	feet
10.	men	20.	geese	29.	pianos
11.	women	21.	attorneys	30.	beliefs

EXERCISE 5, p. 160.

	S	V	0
3.	Cows	eat	grass.
4.	My dog	barked.	
5.	The dog	chased	the cat.
6.	Steam	rises.	
7.	Accidents	happen.	
8.	Most birds	build	nests.
9.	Our guests	arrived.	
10.	Teachers	assign	homework.
11.	My roommate	opened	the window.
12.	Jack	raised	his hand.
13.	Irene	is watching	her sister's children.

EXERCISE 6, p. 160.

3. n.	7. n.	11. n.
4. v.	8. v.	12. v.
5. v.	9. v.	13. v.
6. n.	10. n.	14. n.

EXERCISE 8, p. 162.

EXI	EKC19E	0, p. 1	02.		
2.	s Sara	v looked	PREP at	+	o of PREP the pictures.
3.	s Emily	v waited	PREP for	+	o of PREP her friend
	PREP at		of PREP		
4.	The sa	v an rises	PREP in	+	o of PREP
	c	V	0	PDEP	+ Oof

6. The moon usually disappears

PREP O of PREP PREP + O of PREP the day.

s v PREP + O of PREP 7. Eric talked to his friend

PREP + O of PREP PREP + O of PREP the phone for thirty minutes.

S PREP + O of PREP V
8. Children throughout the world play
PREP + O of PREP
with dolls.

9. Astronauts walked on the moon

PREP + O of PREP
in 1969.

O of PREP S PREP 10. A woman a blue suit in sat PREP O of PREP PREP O of PREP beside until the end me PREP + O of PREP the meeting. of

EXERCISE 10, p. 163.

9. in 2. in 16. on 3. in 10. at 17. on 11. at 18. in 4. At 5. at 12. at 19. in . . . In 20. On ... On 6. at 13. in 7. in 14. in 21. On 8. in 15. in 22. at

EXERCISE 11, p. 164.

1. in 5. on 9. in 2. at 6. in 10. at 3. in 7. on 11. on 4. in 8. in 12. at...in

EXERCISE 12, p. 164.

 Alex works at his uncle's bakery on Saturday mornings. (OR: On Saturday mornings, Alex

2. I often take a walk in the park in the evening. (OR: In the evening, I....)

 My plane arrived at the airport at six-thirty in the morning. (OR: At six-thirty in the morning, my plane)

EXERCISE 13, p. 165.

3. My mother = S speaks = V

4. My aunt and uncle = S speak = V (no error)

5. Oscar = S speaks = V (no error)

6. The students = S speaks = V

7. Every students = S speaks = V

8. (There) $\underline{are} = V$ five $\underline{students} = S$

9. There's = V apartment = S (no error)

10. Do es = aux V people = S like = V

11. The people = S speaks = V

12. (There) are = V kinds = S

13. The neighbors = S is are = V

14. (Every) students = S have has = V

EXERCISE 14, p. 166.

2. dry 7. Sensible . . . comfortable

3. big 8. soapy

4. sharp 9. local . . . stolen . . . illegal

5. Dark . . . small 10. primitive . . . wild

6. funny

EXERCISE 15, p. 167.

Expected sentences:

1. Red roses are beautiful flowers.

2. Cold rain fell from the dark clouds.

3. The waiter poured hot coffee into my empty cup.

The young girl in the blue dress was looking for a telephone.

5. Annie sleeps on a soft bed in a quiet room.

6. Mrs. Fox gave the hungry children some fresh fruit.

7. After we finished our delicious dinner, Frank helped me with the dirty dishes.

 When Tom was getting a haircut, the inexperienced barber accidentally cut Tom's right ear with the scissors.

EXERCISE 17, p. 168.

2. vegetable garden 7. automobile factory

3. television program 8. history lesson 4. bean soup 9. mountain villages

5. vacation plans 10. flag poles

6. newspaper articles

EXERCISE 18, p. 169.

3. Airplanes 6. languages

4. (no change) 7. Bicycles . . . Automobiles

5. (no change) 8. (no change)

EXERCISE 19, p. 169.

2. There are around 8,600 kinds of birds in the world.

Birds hatch from eggs. Baby birds stay in their nests for several weeks or months. Their parents feed them until they can fly.

4. People eat chicken eggs. Some animals eat bird eggs.

Foxes and snakes are natural enemies of birds.They eat birds and their eggs.

Some birds eat only seeds and plants. Other birds eat mainly insects and earthworms.

 Weeds are unwanted plants. They prevent farm crops or garden flowers from growing properly. Birds help farmers by eating weed seeds and harmful insects.

- 8. Rats, rabbits, and mice can cause huge losses on farms by eating stored crops. Certain big birds like hawks help farmers by hunting these animals.
- 9. The feathers of certain kinds of birds are used in pillows and mattresses. The soft feathers from geese are often used for pillows and quilts. Goose feathers are also used in winter jackets.
- 10. The wing feathers from geese were used as pens from the sixth century to the nineteenth century, when steel pens were invented.

EXERCISE 20, p. 170.

- (1) Whales . . . fish . . . fish . . . mammals . . . Mice . . .
- (2) beings . . . examples . . . mammals . . . Whales . . . animals
- (3) dogs . . . chimpanzees . . . seas, oceans . . . rivers,
- (4) fish ... Fish ... eggs ... offspring ... Mammals ... birth
- (5) offspring
- (6) kinds . . . whales . . . creatures
- (7) whales ... whales ... feet ... meters ... length
- (8) tons . . . kilograms . . . whales . . . elephants
- (9) dinosaurs . . . heart . . . whale
- (10) size ... car ... vessel ... aorta
- (11) person
- (12) beings . . . whales . . . times
- (13) people . . . whales . . . enemies . . . people
- (14) hunting . . . whales

EXERCISE 21, p. 172.

- 7. me . . . us . . . We 2. me
- 3. I 8. them ... They are
- 4. I 9. She . . . me
- 5. it 10. me ... He ... I
- 6. them

EXERCISE 22, p. 172.

- 3. They ... her
- 4. it . . . it . . . him . . . he
- 5. it
- 6. they . . . them . . . they
- 7. them . . . they
- 8. it
- 9. it . . . It
- 10. them ... They ... They ... them

EXERCISE 23, p. 174.

- 3. daughter's 8. women's 13. teachers'
- 4. daughters' 9. people's 14. teacher's
- 5. man's 10. person's 15. enemy's
- 16. enemies' 6. woman's 11. earth's
- 17. Chris's OR Chris' 7. men's 12. elephant's

EXERCISE 24, p. 174.

- 3. Babies' 9. earth's
- 4. baby's 10. Mosquitoes'
- 5. caller's 11. mosquito's

11. Children's toys

13. Teachers . . . people's

14. monkeys . . . thumbs

thumbs ... hands

... hands ... feet ...

12. actors' names

... ideas

- 6. receptionist's . . . callers' 12. animals' 13. animal's 7. yesterday's . . . today's
- 8. The pilots'

EXERCISE 25, p. 175.

- 3. leaves
- 4. mother's
- 5. Potatoes
- 6. birds ... teeth
- 7. Tom's
- 8. thieves . . . Mr. Lee's
- 9. Mountains . . . valleys
- 10. child's

EXERCISE 26, p. 177.

- 2. his
- 3. their
- 4. my . . . yours . . . mine . . . Yours . . . your
- 5. its . . . its
- 6. It's
- 7. Hers
- 8. her
- 9. your . . . It is . . . you
- 10. a. They
 - b. Their
 - c. Our . . . theirs
 - d. They're . . . there . . . they're . . . their
- 11. mine
- 12. yours

EXERCISE 28, p. 179.

- 2. himself
- 3. yourself (also possible: yourselves) ... themselves
- 4. ourselves
- 6. himself
- 5. herself

10. itself 11. themselves

7. yourselves

8. yourself

9. myself

12. myself

EXERCISE 29, p. 179.

- 2. will cut yourself
- 3. introduced myself
- 4. was talking to himself
- 5. work for ourselves
- 6. taught themselves
- 7. killed himself
- 8. wished myself
- 9. is taking care of herself
- 10. believe in ourselves
- 11. felt sorry for myself
- 12. help themselves

EXERCISE 31, p. 182.

- 2. a. Another 5. Another ... Another ... The other ... The other
- 3. a. Another
 b. Another
 c. Another
 d. another
 9. Another
- 4. The other

EXERCISE 33, p. 184.

- 2. other 11. The others 3. The others 12. a. Other 4. The other b. Others 5. The other c. Others 6. The others d. Other
- 7. The others 13. The other . . . The others
- 8. The other 14. Others
- 9. Other ... others 15. other ... other ... other ... other

EXERCISE 34, p. 186.

the other
 Others
 Others
 Other
 Other
 Other
 Others...other
 The other
 The others
 Others
 Others

EXERCISE 36, p. 187.

- I had some black bean soup for lunch. It was very good.
- 3. The highways in my country are excellent.
- 4. ... They're teachers.
- Today many women are miners, pilots, and doctors.
- 6. My wife likes all kinds of flowers.
- 7. We often read stories in class and try to understand all the new words. I can't remember all of them.
- There are two pools at the park. One is for children. The other is for adults only.
- 9. My brother has an apple tree orchard.
- 10. The windows in our classroom are dirty.
- 11. ... I heard some other important news this morning.
- 12. The population of my hometown in 1975 was about 50,000. Today it is more than 150,000.
- 13. ... It's in a bad neighborhood. There is trash on both sides of the street. I'm going to move to another neighborhood.
- 14. All people need an education / Every person needs people can improve their lives.
- 15. When Alice was a child, she lived in . . . Today it is a very big city with many buildings and large highways.

Chapter 7: MODAL AUXILIARIES

EXERCISE 1, p. 189.

3. Ø 7. Ø 10. to 4. to 8. Ø 11. Ø 5. Ø 9. Ø 12. Ø 6. Ø

EXERCISE 2, p. 190.

3. Ø 6. to 9. Ø 4. Ø 7. Ø 10. to 5. Ø 8. to 11. Ø

EXERCISE 3, p. 191.

- 1. Can you to help
- 2. I must study for
- 3. We couldn't go to
- 4. I am have to improve
- 5. You shouldn't +o spend
- 6. My mother can't speak . . . speak . . . languages.

EXERCISE 4, p. 191.

- 2. can't ... can
- 3. can . . . can't
- 4. can . . . can't
- 5. can . . . can't
- 6. can't . . . can

EXERCISE 8, p. 194.

- 4. may/might (possibility)
- 5. can't (ability)
- 6. may/can (permission)
- 7. can't (ability) ... Can (ability) ... may/might (possibility)
- 8. may not (cannot) (permission) . . . may (can) (permission)
- 9. may/might (possibility)

EXERCISE 9, p. 195.

- 3. could be = may/might be (present time)
- 4. could swim = were able to swim (past time)
- 5. could be = may/might be (present time)
- 6. could arrive = may/might arrive (future time)
- 7. could jump = was able to jump (past time)

EXERCISE 13, p. 197.

- 1. May/Could I speak (possibly too informal: Can I talk)
- 2. May/Could I speak (too informal: Can I talk)
- 3. Can I talk (also possible: May/Could I talk/speak)
- 4. May/Could/Can I help
- 5. May/Could/Can I speak . . . May/Could I take 6. May/Could/Can I speak . . . May/Could I leave
- 7. May/Could/Can I speak

EXERCISE 15, p. 200.

Possible polite questions:

- 2. Would/Could/Will/Can you answer the phone for me?
- 3. Would/Could/Will/Can you turn it down?
- 4. Would/Could/Will/Can you please turn the volume up?
- 5. Would/Could/Will/Can you please pick some up?
- 6. Would/Could/Will/Can you please say that again?
- 7. Would/Could/Will/Can you please tell me where the nearest post office is?

EXERCISE 17, p. 202.

Possible responses:

- 1. Maybe you should / ought to eat a sandwich.
- 2. You should / ought to put your coat on.
- 3. You should / ought to / had better see a dentist.
- 4. You should / ought to drink a glass of water. / You should hold your breath.
- 5. You should / ought to go back to the restaurant and ask about them.
- 6. Maybe you should / ought to open the windows.
- 7. You should / ought to take an aspirin.
- 8. You should / ought to call the police.
- 9. You should / ought to take them back to the store.
- 10. You should / ought to use a dictionary when you write.

EXERCISE 18, p. 203.

- 2. If you don't change clothes, you'll make a bad impression.
- 3. If I don't call the credit card company, I'll be held responsible for charges someone else makes on my card.
- 4. If you don't put ice on it, it will swell.
- 5. Someone might steal it if you don't lock it.

EXERCISE 20, p. 204.

- 2. Anna shouldn't wear shorts
- 3. I should to go to the post office today.
- 4. I ought to pay my bills today.
- 5. You'd had better to call
- 6. You don't shouldn't stay up
- 7. You'd to better not leave your key
- 8. . . . He ought to find a new apartment.

EXERCISE 26, p. 208.

- 3. doesn't have to
- 9. don't have to
- 4. must not
- 10. must not
- 5. doesn't have to
- 11. don't have to
- 6. must not
- 12. must not . . . don't have to
- 7. must not
- ... must not
- 8. don't have to

EXERCISE 28, p. 211.

Possible conclusions:

- 1. She must be happy.
- 2. She must have a cold.

- 3. He must be married.
- 4. He must be cold.
- 5. He must have mice in his apartment.
- 6. He must be hot.
- 7. She must like to watch movies.
- 8. She must be smart. / She must study a lot.
- 9. He must be strong.

EXERCISE 29, p. 211.

- 3. must
- 7. must
- 4. must not

6. must not

- 8. must not
- 5. must
- 9. must

EXERCISE 36, p. 215. Possible suggestions:

- 1. Why don't you have a glass of water?
- 2. Why don't you take a nap?
- 3. Why don't you see a dentist?
- 4. Why don't you open a window?
- 5. Why don't you take geology?
- 6. Why don't you give her a book?

EXERCISE 37, p. 216.

- 1. B: Why don't you have a strong cup of tea?
- 2. A: Let's rent a video.
- 3. B: Why don't you put on a sweater?
- 4. B: Why don't we go to (name of a local place)?
 - A: Let's go to (name of a local place) instead.
- 5. B: Why don't you take some aspirin?
 - B: Then why don't you lie down and rest?
- 6. A: Why don't we go dancing tonight?
 - A: Then why don't we go to a movie?
 - A: Well then, let's go to a restaurant for dinner.

EXERCISE 40, p. 219.

- 4. to 7. to 10. than
- 5. than 8. than 11. to
- 6. than 9. than 12. than

EXERCISE 43, p. 220.

- 8. B 1. C 15. B 2. A 9. C 16. B
- 3. A 10. B 17. A
- 4. B 11. B 18. C
- 5. C 12. A 19. A
- 20. C 6. B 13. C
- 7. C 14. A 21. A

EXERCISE 44, p. 223.

Possible completions:

- 3. Would
- 4. must not
- 5. Did
- May (Could/Can) . . . Could (Would/Can)

- 7. Could/Would . . . is
- 8. should / ought to / had better
- 9. are . . . am
- 10. has to / must / has got to
- 11. Don't
- 12. are ... Do ... Could/Would
- 13. May/Could . . . must
- 14. Is
- 15. must/should cannot/will not

Chapter 8: CONNECTING IDEAS

EXERCISE 1, p. 225.

Expected corrections:

- Ants, butterflies, cockroaches, bees, and flies are insects.
- 4. Butterflies and bees are insects. Spiders are different from insects.
- Spiders have eight legs, so they are not called insects.
- 6. Most insects have wings, but spiders do not.
- Bees are valuable to us. They pollinate crops and provide us with honey.
- 8. (no change)
- 9. Insects can cause us trouble. They bite us, carry diseases, and eat our food.
- Insects are essential to life on earth. The plants and animals on earth could not live without them.
 Insects may bother us, but we have to share this planet with them.
- 11. (no change)
- 12. Because insects are necessary to life on earth, it is important to know about them.

EXERCISE 2, p. 226.

- 3. wide and deep = adj + adj (no commas)
- 4. wide, deep, and dangerous = adj + adj + adj + adj
- 5. Goats and horses = noun + noun (no commas)
- 6. Giraffes, anteaters, tigers, and kangaroos = noun + noun + noun + noun
- 7. <u>played</u> games, <u>sang</u> songs, and <u>ate</u> birthday cake = verb + verb + verb
- played games and sang songs = verb + verb (no commas)
- 9. mother, father, and grandfather = noun + noun + noun
 - ... brother and sister = noun + noun (no commas)
- 10. $\underline{\text{moos}}$ like a cow, $\underline{\text{roars}}$ like a lion, and $\underline{\text{barks}}$ like a dog = verb + verb + verb

EXERCISE 4, p. 227.

- 3. I talked. He listened.
- I talked to Ryan about his school grades, and he listened to me carefully.

- The man asked a question. The woman answered it.
- The man asked a question, and the woman answered it.
- 7. (no change)
- 8. Rome is an Italian city. It has a mild climate and many interesting attractions.
- 9. You should visit Rome. Its climate is mild, and there are many interesting attractions.
- 10. The United States is bounded by two oceans and two countries. The oceans are the Pacific to the west and the Atlantic to the east, and the countries are Canada to the north and Mexico to the south.
- 11. The twenty-five most common words in English are: the, and, a, to, of, I, in, was, that, it, he, you, for, had, is, with, she, has, on, at, have, but, me, my, and not.

EXERCISE 5, p. 228.

- 4. , but 8. , but
- 5. but 9. or
- 6. and 10. or
- 7. and

EXERCISE 6, p. 229.

- 2. Cats are mammals, but turtles are reptiles.
- 3. Cows and horses are farm animals, but zebras and giraffes are wild animals.
- 4. Cows and horses are farm animals. Zebras, giraffes, and lions are wild animals.
- 5. Cars use roads. Trains run on tracks.
- Cars, buses, and trucks use roads, but trains run on tracks.
- 7. Most vegetables grow above the ground, but some are roots and grow under the ground. Corn, beans, and cabbage grow above the ground, but carrots and onions grow under the ground.
- 8. (no change)
- Nothing in nature stays the same forever. Today's land, sea, climate, plants, and animals are all part of a relentless process of change continuing through millions of years.
- 10. Mozart was a great composer, but he had a short and difficult life. At the end of his life, he was penniless, sick, and unable to find work, but he wrote music of lasting beauty and joy.

EXERCISE 7, p. 230.

- 3. so 7. so
- 4. but 8. but
- 5. so 9. but
- 6. but 10. so

EXERCISE 8, p. 231.

- African elephants are larger than Asiatic elephants.
 Elephants native to Asia are easier to train and have gentler natures than African elephants.
- Asiatic elephants are native to the jungles and forests in India, Indonesia, Malaysia, Thailand, India, China, and other countries in southeastern and southern Asia.
- Elephants spend a lot of time in water and are good swimmers. They take baths in rivers and lakes. They like to give themselves a shower by shooting water from their trunks.
- After a bath, they often cover themselves with dirt.
 The dirt protects their skin from the sun and insects.
- A female elephant is pregnant for approximately twenty months and almost always has only one baby.
 A young elephant stays close to its mother for the first ten years of its life.
- 6. Elephants live peacefully together in herds, but some elephants (called *rogues*) leave the herd and become mean. These elephants usually are in pain from decayed teeth, a disease, or a wound.

EXERCISE 9, p. 232.

- (1) A few days . . . to Chicago.
- (2) We didn't . . . first hour, but near
- (3) ... highway construction. The traffic ... at all. **M**y friend
- (4) ... and waited. We talked ... jobs, our families, and ... traffic. Slowly
- (5) traffic started to move.
- (6) We ... of the road. The right blinker was blinking.
- (7) The driver . . . the line of traffic. Car after car
- (8) ... get in line. I decided to do a good deed, so I
- (9) motioned . . . ahead of me. The driver
- (10) ... thanks to me, and I waved back at him,
- (11) All cars . . . down the road. I held out
- (12) ... to pay my toll, but the tolltaker ... me on.

 She told me
- (13) ... paid my toll. Wasn't
- (14) (no change)

EXERCISE 10, p. 233.

- won't
 don't
 don't
 hasn't
 does
 is
- 6. are 10. doesn't

EXERCISE 11, p. 234.

3. is 7. did 4. isn't 8. won't 5. can't 9. doesn't 6. does 10. hasn't

EXERCISE 12, p. 234.

4. are too	9. isn't
5. aren't either	10. won't either
6. aren't	11. wasn't
7. didn't either	12. is too
8 does too	13 can

EXERCISE 13, p. 235.

1. a	James does too	3. a.	Omar is too
b	so does James	b.	so is Omar
2. a.	Ivan doesn't either	4. a.	James isn't either
b	neither does Ivan	b.	neither is James

EXERCISE 14, p. 236.

- 2. so does X or X does too
- 3. neither can X or X can't either
- 4. neither was X OR X wasn't either
- 5. so did X or X did too
- 6. neither does X on X doesn't either
- 7. so will X or X will too
- 8. neither is X or X isn't either
- 9. so does X OR X does too
- 10. so has X or X has too

EXERCISE 15, p. 236.

- 2. salt isn't either / neither is salt
- 3. cats do too / so do cats
- 4. gorillas don't either / neither do gorillas
- 5. the teacher did too / so did the teacher
- 6. the teacher was too / so was the teacher
- 7. I haven't either / neither have I
- 8. penguins can't either / neither can penguins

EXERCISE 16, p. 237.

3. So do I.	7. So did I.
4. Neither do I.	8. So should I.
5. Neither did I.	9. Neither can I.
6. Neither have I.	10. So can I.

EXERCISE 19, p. 239.

 The children were hungry because there was no food in the house.
 Recease there was no food in the house, the children

Because there was no food in the house, the children were hungry.

- Because the bridge is closed, we can't drive to the other side of the river.
 - We can't drive to the other side of the river because the bridge is closed.
- My car didn't start because the battery was dead.
 Because the battery was dead, my car didn't start.
- Larry and Patti laughed hard because the joke was very funny.

Because the joke was very funny, Larry and Patti laughed hard.

EXERCISE 20, p. 240.

- 2. Mr. El-Sayed had a bad cold. Because he was not feeling well, he stayed
- 3. Judy went to bed early because she was tired. She likes to get
- 4. Frank put his head in his hands. He was angry and

EXERCISE 21, p. 240.

- 2. The room was hot, so I opened the window.
- 3. It was raining, so I stayed indoors.
- 4. Because Jason was hungry, he ate. (OR: Jason ate because he was hungry.)
- 5. Because the water in the river is polluted, we can't go swimming. (OR: We can't go swimming because the water in the river is polluted.)
- 6. Because my watch is broken, I was late for my job interview. (OR: I was late for my job interview because my watch is broken.)

EXERCISE 22, p. 240.

- 2. Jim was hot and tired, so he sat in the shade.
- 3. Jim was hot, tired, and thirsty.
- 4. Because he was hot, Jim sat in the shade.
- 5. Because they were hot and thirsty, Jim and Susan sat in the shade and drank tea.
- 6. (no change)
- 7. Jim sat in the shade, drank tea, and fanned himself because he was hot, tired, and thirsty.
- 8. Because Jim was hot, he stayed under the shade of the tree, but Susan went back to work.
- 9. Mules are domestic animals. They are the offspring of a horse and a donkey. Mules are called "beasts of burden" because they can work hard and carry heavy loads.
- 10. Because mules are strong, they can work under harsh conditions, but they need proper care.
- 11. Ann had been looking for an apartment for two weeks. Yesterday she went to look at an apartment on Fifth Avenue. She rented it because it was in good condition and had a nice view of the city. She was glad to find a new apartment.
- 12. The word "matter" is a chemical term. Matter is anything that has weight. This book, your finger, water, a rock, air, and the moon are all examples of matter. Radio waves and heat are not matter because they do not have weight. Happiness, daydreams, and fear have no weight and are not matter.

EXERCISE 23, p. 242.

- 3. Even though 7. because
- 4. Because 8. even though
- 5. Even though 9. Even though . . . because
- 6. Because

EXERCISE 24, p. 242.

- 2. A 7. C
- 3. C 8. C
- 4. B 9. B
- 5. A 10. C
- 6. C

EXERCISE 27, p. 244.

- 2. Gold, silver, and copper they are metals.
- 3. The students crowded around the bulletin board because their grades were posted there.
- 4. I had a cup of coffee, and so did my friend.
- 5. My roommate didn't go. Neither did I. (OR: I didn't either.)
- 6. Even though I was very exhausted, I didn't stop working until after midnight last night.
- 7. The teacher went to the meeting, and two of the students did too.
- 8. Although I like chocolate, but I can't eat it because I'm allergic to it. (OR: Although I like chocolate, but I can't eat it because I'm allergic to it.)
- 9. Many tourists visit my country because it has warm weather all year and many interesting landmarks.
- 10. Because the weather . . . all year, so many tourists (OR: The weather . . . all year, so many tourists)
- 11. . . . breakfast, and everybody else in my family does
- 12. A hardware store sells tools, nails, plumbing supplies, paint, and etc.
- 13. . . . in late September, we had to cancel . . . had our passports, visas, airplane tickets, and hotel reservations.
- 14. ... stress on our jobs. My job is stressful ... comfortable. It is noisy, hot, and dirty. Even though I try to do my best, my boss . . . bad performance reports. I need to find another job.
- 15. I like animals. I have a little dog at home. Her name is Linda. She is brown and white.

EXERCISE 28, p. 245.

- (1) What is the most common substance on earth? It isn't wood, iron, or sand. The most common substance on earth is water. It occupies more than seventy percent of the earth's surface. It is in lakes, rivers, and oceans. It is in the ground and in the air. It is practically everywhere.
- (2) Water is vital because life on earth could not exist without it. People, animals, and plants all need water in order to exist. Every living thing is mostly water. A person's body is about sixty-seven percent water. A bird is about seventy-five percent water. Most fruit is about ninety percent water.
- (3) Most of the water in the world is saltwater. Ninety-seven percent of the water on earth is in the

oceans. Because seawater is salty, people cannot drink it or use it to grow plants for food. Only three percent of the earth's water is fresh. Only one percent of the water in the world is easily available for human use.

(4) Even though water is essential to life, human beings often poison it with chemicals from industry and agriculture. When people foul water with pollution, the quality of all life—plant life, animal life, and human life—diminishes. Life cannot exist without fresh water, so it is essential for people to take care of this important natural resource.

Chapter 9: COMPARISONS

EXERCISE 1, p. 247.

Expected responses:

2. Rick looks as happy as Jim.

Rick and Jim look <u>happier</u> than Mike and David. David looks <u>sadder</u> than the others.

David looks the saddest of all.

Mike is happier than David but not as happy as Rick or Jim.

Jim is the happiest of the four boys.

(OR: Rick looks just about as happy as Jim.) Etc.

Canada is the largest of the four countries.
 Brazil is almost as large as Canada.
 Brazil is larger than Egypt and Spain put together.
 Spain is the smallest of the four countries.
 Spain is much smaller than Brazil or Canada. Etc.

The second question is the hardest of all.
 The first and fourth questions are the easiest.
 The fourth question is just as easy as the first question.

The third question is <u>harder</u> than the first or fourth but easier than the second. Etc.

5. C is the best handwriting.

A is the worst handwriting.

C is better than either A or B.

A is worse than B. B is worse than C.

A isn't nearly as good as C. Etc.

EXERCISE 2, p. 249.

2. not nearly as

5. not nearly as

3. just as

6. just as

4. almost as / not quite as

7. almost as / not quite as

EXERCISE 3, p. 249.

Expected completions:

- 3. A lake isn't (nearly) as . . . an ocean
- 4. Honey is just as . . . sugar
- 5. Money isn't (nearly) as . . . good health
- 6. Children usually aren't as . . . adults
- 7. A solar system isn't (nearly) as . . . a galaxy
- 8. People aren't (nearly) as . . . monkeys
- reading a novel is just as / isn't nearly as . . . listening to music

EXERCISE 4, p. 250.

Possible completions:

- 3. as fast as I can
- 4. as sour as a lemon
- 5. as wide as a river
- 6. as difficult as I (had) expected
- 7. as often/much as you can
- 8. as (young) as you feel
- 9. as easy as you might think / as easy as it looks
- as long to drive to the airport as it takes to fly to Chicago

EXERCISE 5, p. 251.

2. a bull/an ox

7. a cat

3. a bird

8. a feather

4. a mule

9. a kite

5. a rock

10. a wet hen

6. the hills

EXERCISE 7, p. 252.

- 2. Alaska is the largest
- 3. Texas is the larger than France.
- 4. ... comfortable than new shoes.
- 5. I like Chinese food -more- better than French food.
- 6. A pillow is softer than a rock.
- 7. I am <u>younger</u> than my brother. My sister is <u>the</u> <u>youngest</u> person

EXERCISE 9, p. 254.

- 2. better, the best
- 3. lazier, the laziest
- 4. hotter, the hottest
- 5. neater, the neatest
- 6. later, the latest
- 7. happier, the happiest
- 8. more dangerous, the most dangerous
- 9. more slowly, the most slowly
- 10. more common, the most common OR commoner, the commonest
- 11. more friendly, the most friendly OR friendlier, the friendliest
- 12. more careful, the most careful
- 13. worse, the worst
- 14. farther/further, the farthest/furthest

EXERCISE 10, p. 254.

- 2. funnier
- 6. darker
- 3. more dangerous
- 7. prettier
- 4. more confusing
- 8. wetter
- 5. cleaner

EXERCISE 11, p. 255.

- 3. farther/further
- 5. farther/further
- 4. further
- 6. further

EXERCISE 12, p. 256.

Expected responses:

- 2. A pool is shallower than a lake.
- 3. An elephant's neck is thicker than a giraffe's neck.
- 4. Sunlight is brighter than moonlight.
- 5. Iron is heavier than wood.
- 6. Walking is easier / more relaxing / more enjoyable than running.
- 7. A river is wider and deeper than a stream.
- 8. Rubber is more flexible than wood.
- 9. Nothing is more enjoyable than sitting in a garden
- 10. A butterfly's wing is thinner than a blade of grass.

EXERCISE 14, p. 257.

- 2. she is/her
- 6. he can/him
- 3. they are/them
- 7. mine ... hers 8. theirs ... ours
- 4. he can/him 5. he did/him

EXERCISE 16, p. 259.

- 3. very
- 6. much / a lot / far
- 4. much / a lot / far
- 7. much / a lot / far
- 5. very
- 8. very

EXERCISE 17, p. 259.

- 3. B
- 4. A. B
- 5. B
- 6. A, B

EXERCISE 18, p. 260.

Expected responses:

- 4. A sidewalk isn't as wide as
- 5. Arithmetic isn't as difficult as / is less difficult than
- 6. A hill isn't as high as
- 7. Bottled water is clearer and cleaner than
- 8. . . . weather isn't as pleasant as / is less pleasant than
- 9. . . . chair is more comfortable than
- 10. . . . path isn't as dangerous as / is less dangerous
- 11. Toes aren't as long as fingers.
- 12. Toes aren't as useful as / are less useful than
- 13. Toes aren't as long or useful as
- 14. Fingers are longer and more useful than

EXERCISE 20, p. 261.

- 2. . . . better than he likes his wife.
 - OR . . . better than his wife does.
- 3. ... more than he helps Debra. OR . . . more than Debra does.
- 4. ... more than I pay my dentist.
 - OR . . . more than my dentist does.

EXERCISE 21, p. 261.

- 4. more information
- 10. more responsibilities 11. more responsible
- 5. happier
- 12. quicker
- 6. more happily 7. more happiness
- 13. more salt

- 8. more mistakes 9. more responsibly
- 14. more doctors

EXERCISE 22, p. 262.

- 2. bigger and bigger
- 3. better and better
- 4. louder and louder
- 5. angrier and angrier / more and more angry
- 6. longer and longer
- 7. more and more discouraged
- 8. colder and colder / warmer and warmer
- 9. harder and harder . . . wetter and wetter
- 10. weaker and weaker

EXERCISE 23, p. 264.

- 2. The closer . . . the warmer
- 3. The sharper . . . the easier
- 4. The noisier (also possible: the more noisy) . . . the angrier (also possible: more angry)
- 5. more shrimp . . . the pinker
- 6. . . . faster she drove, the more nervous I became.
- 7. ... more he thought about his family, the more homesick he became.
- 8. . . . the darker the sky grew, the faster we ran to reach the house.

EXERCISE 24, p. 265.

- 3. the most beautiful . . . in
- 4. the worst . . . in
- 5. the farthest/furthest . . . in
- 6. the best ... of
- 7. the biggest ... in
- 8. the oldest ... in
- 9. the most comfortable . . , in
- 10. the most exhausted of

EXERCISE 25, p. 266.

- 2. the cleanest air
- 3. The highest mountains on earth
- 4. the biggest bird
- 5. The two greatest natural dangers
- 6. the most popular forms of entertainment
- 7. The three most common street names
- 8. The longest river in South America

EXERCISE 26, p. 266.

- 2. the nicest times she's ever had
- 3. the most difficult courses I've ever taken
- 4. the worst mistakes I've ever made
- 5. the most beautiful buildings we've ever seen
- 6. the easiest tests I've ever taken

EXERCISE 31, p. 269.

- 2. friendlier/more friendly than
- 3. the most famous . . . in
- 4. more wheels than
- 5. easier . . . than
- 6. larger than . . . darker ... than
- 7. the loudest . . . in
- 8. The most important
- 9. more education than
- 10. the longest
- 11. the most delightful
- 12. The harder . . . the more impossible
- 13. the most common/ commonest . . . in

- 14. the biggest ... in ... more people than
- 15. The greatest
- 16. shorter
- 17. The easiest
- 18. the highest . . . of
- 19. thicker than
- 20. more words . . . than
- 21. The longer . . . the more difficult
- 22. faster than . . . the fastest . . . of
- 23. larger than
- 24. The greatest . . . in
- 25. More houseplants . . . than from

EXERCISE 32, p. 272.

Expected responses:

- 5. to
- 6. as
- 7. from
- 8. Ø ...Ø
- 9. to ... Ø ... as ... from
- 10. Ø ... as ... Ø ... to ... from

EXERCISE 33, p. 273.

Expected responses:

- 2. different from
- 5. different from
- 3. different
- 6. the same as
- 4. the same/alike
- 7. the same as

EXERCISE 34, p. 273.

Expected responses:

All the figures are similar.

Figures B and F are the same/alike.

Figure A is different from all the others.

Figures C, D, and E are the same.

Figure C is the same as Figures D and E.

Figure A is different from Figure B.

Figure C is different from Figure F.

Figures E and F are similar.

EXERCISE 35, p. 274.

Possible completions:

- 3. different from / not the same as
- 9. the same
- 10. different from / similar to
- 4. the same

- 5. like/similar to 6. like . . . alike
- 12. different from / the same as 13. like
- 7. the same ... as
- 14. similar
- 8. like
- 15. like . . . like . . . like

11. the same ... as

Chapter 10: THE PASSIVE

EXERCISE 1, p. 277.

- 1. a. I am helped
 - b. Jane is helped

 - c. We are helped
- 2. a. I was helped
- b. They were helped
- 3. a. Joe has been helped
 - b. We have been helped
- 4. a. I will be helped
 - b. Tim is going to be helped

EXERCISE 2, p. 278.

- 2. are employed
- 5. was bought
- 3. has been hired
- 6. will be done 7. were washed
- 4. are going to be faxed
- EXERCISE 3, p. 278. 2. The phonograph was invented by Thomas Edison.
- 3. An island is surrounded by water.
- 4. The leaky faucet is going to be fixed by a plumber.
- 5. The sick child was examined by a doctor.
- 6. Spanish is spoken by a large number of people.
- 7. Children are fascinated by helicopters.
- 8. Hamlet was written by Shakespeare.
- You will be amazed by this news.

EXERCISE 4, p. 279.

- 2. (a) Erin is surprised
 - (b) Are you surprised
- 3. (a) Steve will be shocked
 - (b) Will Pat be shocked
- 4. (a) The petition was signed
 - (b) Was it signed
- 5. (a) The petition has been signed
 - (b) Has it been signed
- 6. (a) It is going to be signed
 - (b) Is it going to be signed

EXERCISE 5, p. 279.

- 2. Was the bird killed by a cat?
- 3. The bird wasn't killed by my cat.
- 4. Is French spoken by a large number of people?
- 5. Is the window going to be fixed by the janitor?
- 6. Will our hotel room be cleaned by a maid?
- 7. Are clean towels provided by the hotel?
- 8. Sometimes I am frustrated by my inability to understand spoken English.

EXERCISE 6, p. 280.

- 2. A customs officer inspected my suitcase.
- 3. All children need love and understanding.
- 4. Did your parents teach you to read?
- 5. My parents taught me to read.
- 6. Is your cousin going to meet us at the train station?
- 7. Has the architect already drawn the plans for the new hospital?
- 8. A dog chased the bear up a tree.

EXERCISE 7, p. 281.

- 3. stayed = v.i. (no change)
- 4. fell = v.i. (no change)
- 5. slept = v.i. (no change)
- 6. happened = v.i. (no change)
- 7. saw = v.t. → The accident was seen by many people.
- 8. existed = v.i. (no change)
- 9. agree = v.i. (no change)
- 10. die = v.i. (no change)
- 11. doesn't occur = v.i. (no change)
- 12. will discover = v.t. A cure for AIDS will be discovered
- 13. appeared = v.i. (no change)
- 14. Did . . . invent = v.t. \rightarrow Was gunpowder invented by the Koreans?
- 15. kissed = v.t. → A frog was kissed by a princess.

EXERCISE 8, p. 282.

- 3. Rice is grown in India.
- 4. Is Spanish spoken in Peru?
- 5. The telephone was invented by Alexander Graham
- 6. When was the first computer invented?
- 7. Hammers are sold at a hardware store. They are used to pound nails.
- 8. My name will be listed in the new telephone directory.
- 9. The Origin of Species was written by Charles Darwin.
- 10. The Origin of Species was published in 1859.
- 11. Have you ever been hypnotized?
- 12. The name of this street has been changed from Bay Avenue to Martin Luther King Way.

EXERCISE 9, p. 283.

- 3. was built
- 7. have . . . been sold
- 4. is grown
- 8. has . . . been ruled
- 5. were grown
- 9. was invented
- 6. was delayed
- 10. was invented . . . were copied

EXERCISE 10, p. 284.

- 2. is read
- 3. was interrupted
- 4. belongs
- 5. is delivered
- 6. is not pronounced
- 7. happened
- 8. arrived . . . was met
- 9. heard . . . was surprised . . . was shocked
- 10. will be built / is going to be built
- 11. wrote . . . was written
- 12. was discovered
- 13. was kicked . . . attended
- 14. am confused
- 15. have been accepted

- 16. agree . . . prefer
- 17. was your bike stolen
- 18. Have you paid . . . will be / is going to be shut off
- 19. happened . . . was hit . . . Was the bicyclist injured ... called ... was taken ... (was) treated ... happened . . . was arrested . . . wasn't killed
- 20. is . . . is visited . . . was designed . . . was erected . . . has been . . . is recognized

EXERCISE 11, p. 286.

- 2. was established
- 16. were
- 3. established
- 17. were saved (also possible: have been saved)
- 4. were established 5. were disgusted
- 18. will become
- 6. were replaced
- 19. believe
- 7. were studied
- 20. are put
- 8. (were) kept
- 21. are watched 22. are fed
- 9. became 10. understood
- 23. have
- 11. have been trying /
- 24. is prepared 25. is designed
- have tried 12. was reduced
- 26. are fed
- 13. were killed
- 27. are fed 28. are treated
- 14. died 15. is

EXERCISE 12, p. 288.

- 2. is being built
- 6. are being petted
- 3. is being built
- 7. were being grown
- 4. was being painted 5. is being organized
- 8. are being lost

EXERCISE 13, p. 289.

- 2. should be planted
- 3. can't be controlled
- 4. had to be fixed
- 5. can be reached
- 6. can be found 7. ought to be washed
- 8. may be cooked . . . eaten 9. could be destroyed
- 10. must be kept
- 11. shouldn't be pronounced
- 12. can be worn

EXERCISE 14, p. 290.

- 2. disappeared
- 3. died
- 4. survived
- 5. were domesticated
- 6. were used
- 7. were used
- 8. became
- 9. were reintroduced
- 10. came
- 11. returned
- 12. left

- 13. developed
- 14. began
- 15. were captured
- 16. (were) tamed
- 17. were hunted 18. (were) killed
- 19. are protected
- 20. cannot be killed
- 21. Should wild horses be protested

EXERCISE 15, p. 291.

- (3) Today it is eaten in almost all the countries of the world.
- (4) It can be eaten alone, or it may be eaten with bread.
- (5) It can be melted and added to noodles or vegetables.
- (6) It can be used as part of a main course or as a snack.
- (7) (no change)
- (8) (no change)
- (9) Most cheese is made from cow's milk, but it can be made from
- (10) . . . but other kinds can be found only in small geographical areas.
- (11) Cheese is produced in factories.
- (12) The milk has to be treated in special ways.
- (13) It must be heated
- (14) At the end, salt is added, and it is packed into molds.
- (15) Most cheese is aged for weeks
- (16) Cheese is usually sold to stores
- (17) These big rounds of cheese can be seen
- (18)-(24) (no change)

EXERCISE 16, p. 293.

- is interested in
 are disappointed in
 is pleased with
 are done with
- 5. am satisfied with

EXERCISE 17, p. 293.

is made
 is crowded
 is (not) satisfied
 is located
 are disappointed
 am exhausted
 am (not) qualified
 is broken
 are disappointed
 Are (you) acquainted
 am (not) qualified
 is spoiled
 are related
 is composed

EXERCISE 18, p. 294.

2.	for	9.	to	16.	with
3.	to	10.	with	17.	in
4.	of	11.	about	18.	with
5.	to	12.	of	19.	to
6.	for	13.	to	20.	of
7.	with	14.	in	21.	with
8.	about	15.	with		

EXERCISE 19, p. 295.

1. in	7. with	13. to (also possible: in)
2. to	8. for	14. from
3. of	9. with	15. of/from
4. to	10. to	16. with
5. in/with	11. of	17. with
6 for	12 about	18 in

EXERCISE 20, p. 296.

3.	are divorced	13.	were terrified
4.	Are (you) related to	14.	Are (you) acquainted
5.	is spoiled		with
6.	was exhausted	15.	was (not) qualified for
7.	was involved in	16.	am disappointed in/with
8.	is located in	17.	am done with
9.	is drunk	18.	is crowded
10.	am interested in	19.	Are shut
11.	is devoted to	20.	is gone
12.	Are lost		

EXERCISE 21, p. 297.

2.	a.	excited	7.	a.	confused
	b.	exciting		b.	confusing
3.	a.	fascinated	8.	a.	embarrassed
	b.	fascinating		b.	embarrassing
4.	a.	depressed	9.	a.	boring
	b.	depressing		b.	bored
5.	a.	interested	10.	a.	surprising
	b.	interesting		b.	surprised
6.	a.	shocking	11.	a.	frightening
	b.	shocked		b.	frightened

EXERCISE 22, p. 299.

3. shocked	7. depressed
4. shocking	8. depressing
5. surprised	9. interesting
6. surprising	10. interested

EXERCISE 23, p. 300.

3.	stolen car	9.	planning committe
4.	crowded room	10.	boiling water
5.	rising costs	11.	missing person
6.	existing danger	12.	frozen vegetables
7.	dried fruit	13.	freezing weather
8.	planned event	14.	broken pencil

EXERCISE 24, p. 301.

2. hot	7.	busy	12.	hurt
3. full	8.	lost	13.	angry
4. sleepy	9.	dirty	14.	dizzy
5. tired	10.	rich	15.	sick
6. dressed	11.	bald	16.	drunk

EXERCISE 25, p. 302.

2.	get well	10.	got killed
3.	get married	11.	getting cold
4.	gets hungry	12.	get lost
5.	gets dark	13.	get excited
6.	get dry	14.	get crowded
7.	getting tired	15.	got hungry
8.	getting worried	16.	get involved
0	gets thirsty		

EXERCISE 26, p. 303.

- 2. is used to
- 3. am not used to . . . am used to

6. are

- 4. are used to
- 5. is accustomed to . . . isn't accustomed to
- 6. am accustomed to . . . am not accustomed to
- 7. are accustomed to
- 8. are not accustomed to

EXERCISE 30, p. 305.

- 3. am
- 4. Ø 7. is
- 5. Ø 8. Ø

EXERCISE 31, p. 306.

- 3. used to eat
- 6. used to have
- 4. is used to growing
- 7. am used to taking
- 5. is used to eating
- 8. used to go

EXERCISE 33, p. 307.

- 2. The weather is supposed to be cold tomorrow.
- 3. The plane is supposed to arrive at 6:00.
- 4. I am supposed to work late tonight.
- 5. The mail was supposed to arrive

EXERCISE 34, p. 307.

- 2. We're not supposed to tell
- 3. You aren't supposed to talk
- 4. My friend was supposed to call
- 5. Children are supposed to respect
- 6. Weren't you supposed to be

EXERCISE 35, p. 308.

- 2. Ann is supposed to call Mary at nine.
- 3. Johnny is supposed to make his bed
- 4. Susie is supposed to put her dirty clothes
- 5. Bobby is supposed to pick up his toys . . . Annie is supposed to hang up her coat.
- 6. The patient is supposed to take one pill every eight hours and drink plenty of fluids.
- 7. The students are supposed to read the directions carefully and raise their hand(s)

EXERCISE 36, p. 308.

- 2. Doctors are supposed to care for their patients.
- 3. Employees are supposed to be on time for work.
- 4. Air passengers are supposed to buckle their seatbelts before takeoff.
- 5. Theatergoers are not supposed to talk during a performance.
- 6. Soldiers on sentry duty are not supposed to fall
- 7. Children are supposed to listen to their parents.
- 8. Heads of state are supposed to be diplomatic.

- 9. A dog is supposed to obey its trainer.
- 10. People who live in apartments are supposed to pay their rent on time.

EXERCISE 39, p. 309.

- 1. An accident was happened at the corner yesterday.
- 2. This pen is belongs to me.
- 3. I am very surprised by the news.
- 4. I'm interested in that subject.
- 5. He is married to my cousin.
- 6. Thailand is located in Southeast Asia.
- 7. Mary's dog was died last week.
- 8. Were you surprised when you saw him?
- 9. When I went (go) downtown, I got (get) lost.
- 10. Last night I was very tired.
- 11. The bus was arrived ten minutes late.
- 12. I am disagree(d) with that statement.
- 13. Our class is composed of immigrants.
- 14. I am not accustomed to cold weather.
- 15. We're not supposed to have pets in our apartment.

Chapter 11: COUNT / NONCOUNT NOUNS AND ARTICLES

EXERCISE 1, p. 311.

- 4. Jack has a wallet in his back pocket.
- 5. (no change)
- 6. There was an earthquake in Turkey last week.
- 7. A ball is a round object.
- 8. (no change)
- 9. Anna is wearing a ring on her fourth finger.
- 10. (no change)
- 11. Simon Bolivar is a hero to many people.
- 12. ... It was an honest mistake.
- 13. I had an unusual experience yesterday.
- 14. Ann had a unique experience yesterday.
- 15. (no change)

EXERCISE 2, p. 312.

2. an 8. a 14. a 3. a 9. an 15. a 4. an 10. an 16. a 5. an 11. a 17. an

12. an

7. a 13. an

EXERCISE 3, p. 312.

Possible definitions:

6. a

1. An astronaut is a person who travels in outer space.

18. an

- 2. A microscope is an instrument that magnifies very small things.
- 3. An enemy is a person you fight against.
- 4. A ferry is a boat that carries people between short distances.

- 5. An absent-minded person is someone who is very forgetful.
- 6. A camel is a large animal that lives in desert regions and carries people and things.
- 7. An umbrella is something that people carry to protect themselves from rain.
- 8. A unicorn is a mythical animal with one horn.
- 9. An onion is a root vegetable.
- 10. A honeymoon trip is a trip newly married couples take.
- 11. An hourly wage is the amount of money a worker earns per hour.
- 12. A horn is something that grows on the heads of goats or cows.

A horn is also a musical instrument.

- 13. An unlit hallway is a passageway without lights.
- 14. A utensil is a tool you use in the kitchen or the house.
- 15. An orchard is a field where fruit trees grow.

EXERCISE 4, p. 313.

- 3. (no change)
- 4. four chairs / some furniture
- 5. (no change)
- 6. some furniture / a chair
- 7. a chair / some chairs / some furniture
- 8. some furniture

EXERCISE 5, p. 314.

- 3. a (count)
- 7. some (noncount)
- 4. some (noncount)
- 8. an (count)
- 5. a (count)
- 9. some (noncount)
- 6. some (noncount)
- 10. a (count)

EXERCISE 6, p. 315.

- 3. traffic / 4. automobiles
- 11. songs 12. music /
- 5. scenery /
- 13. suggestions
- 6. mountains
- 14. advice /
- 7. information /
- 15. literature /
- 8. facts

- 16. novels
- 9. words

- 17. sand /
- 10. vocabulary /
- 18. beaches

EXERCISE 7, p. 316.

3. weather /

10. knowledge /

4. storms

- 11. ideas . . . opinions
- 5. is . . . chalk /
- 12. patience /

6. wishes

13. patients

7. luck /

- 14. progress /
- 8. Thunder I... lightning I
- 9. Gold / ... is ...
- 15. pollution / 16. bridges . . . rivers
- Diamonds . . . are
- bodies . . . water I

EXERCISE 8, p. 316.

490 ANSWER KEY

- 2. G
- 4. B
- 6. C

- 3. F
- 5. E
- 7. A

EXERCISE 11, p. 318.

- 3-5. (no change)
- 6. too many chairs
- 7. a little furniture
- 8. (no change)
- 10. (no change)
- 11. are a lot (spelled as two words) of desks
- 12. is a lot of furnitures
- 9. some new furnitures

EXERCISE 12, p. 319.

- 3. many players are there
- 4. much homework do you have
- 5. many apples are there
- 6. much fruit is there
- 7. many provinces are there
- 8. much Japanese did you know
- 9. many kinds of fish are there
- 10. much cheese should I buy
- 11. much coffee / many cups of coffee do you drink
- 12. much chalk is there / many pieces of chalk are there

EXERCISE 14, p. 320.

- 3. a little help
- 11. A few friends
- 4. a little pepper
- 12. a little rain
- 5. a few things
- 13. a little French 14. a few more hours
- 6. a few apples 7. a little fruit
- 15. a little toothpaste

17. a few chickens

- 8. a little advice
- 16. a little more chicken
- 9. a little more money
- 10. a few coins

EXERCISE 15, p. 322.

- 3. time
- 12. hair . . . hair
- 4. times
- 13. hairs
- 5. papers
- 14. glasses 15. glasses

- 6. paper 7. a famous paper
- 16. glass
- 8. works
- 17. Iron is
- 9. work

- 18. Irons are
- 10. light . . . gets . . . it 11. are ... lights
- 19. experiences 20. experience

EXERCISE 16, p. 324.

Usual completions (others are possible):

PART I.

PART II.

17. piece

- 3. bottle 7. bag/box
- 11. bag
- 4. jar
- 8. bottle
- 12. bottle/can 13. can
- 9. can 5. can 6. can 10. can
- 14. box
- 22. slice/piece 23. glass
- 26. bowl 27. slice/piece

- 18. slice/piece 19. slice/piece
- 24. bowl/cup
- 28. bowl/cup
- 25. glass
- 29. bowl
- 20. glass/cup 21. bowl/cup

EXERCISE 19, p. 330.

- 10. a 3. a. . . a
- 4. the ... the 11. the
- 5. a 12. a...a
- 6. the . . . the 13. the . . . the . . . the . . . the
- 7. a...a 14. the 8. the 15. a
- 9. the

EXERCISE 20, p. 331.

- 3. Ø Milk . . . Ø (none possible)
- 4. A... Flowers are beautiful.
- 5. Ø Water . . . Ø (none possible)
- 6. A . . . Horses are strong.
- 7. Ø Jewelry . . . Ø (none possible)
- 8. \(\mathcal{S}\) Soap \(\tau \). \(\infty \) (none possible)
- 9. A . . . Shirts have sleeves.
- 10. Ø Honey ... Ø (none possible)

EXERCISE 21, p. 332.

- 2 a. Mountains
 - b. The mountains
- 3. a. Water
- b. The water
- 4. a. The information
- b. information
- 5. a. Health
- b. the health
- 6. a. Men . . . women
- - b. the men . . . the women

EXERCISE 22, p. 333.

- 3. Ø Air
- 4. The air
- 5. The windows
- 6. Ø Windows . . . Ø glass
- 7. Ø children
- 8. the children
- 9. Ø Paper ... Ø trees
- 10. The paper
- 11. Ø Nurses

12. the nurses

7. a. problems

b. the problems

b. The vegetables

8. a. the happiness

b. happiness

b. The gold

9. a. Vegetables

10. a. Gold

- 13. Ø English ... Ø grammar
- 14. The grammar
- 15. Ø plants . . . Ø fruit
 - ... Ø vegetables ...
 - Ø plants ... Ø meat
 - ... Ø plants
- 16. The plants

EXERCISE 23, p. 333.

- 3. a desk . . . a bed . . . The desk . . . The bed
- 4. a pen . . . some paper . . . the pen . . . the paper
- 5. a picnic . . . a movie . . . The picnic . . . the movie
- 6. a dog . . . a cat . . . The dog . . . the cat . . . The cat was chasing a mouse. The mouse . . . a hole . . . but the hole . . . The cat . . . the hole . . . a tree. The dog . . . the tree

- 7. a bag . . . some sugar . . . some cookies . . . The sugar . . . the flour . . . the flour . . . some little bugs ... the little bugs ... a new bag ... The new bag
- 8. a princess . . . a prince . . . The princess . . . the prince . . . a distant land . . . a messenger . . . some things . . . the prince . . . The messenger . . . some jewels . . . a robe . . . the prince . . . The princess . . . the messenger's . . . the prince . . . some tokens . . . the messenger . . . the jewels . . . the beautiful silk robe . . . the princess . . . the messenger . . . the prince . . . a wife

EXERCISE 24, p. 335.

- 2. a radio . . . Ø music (also possible: some music)
- 3. the radio . . . The music
- A good book . . . a friend . . . Ø life
- 5. a book . . . the life
- 6. the lake . . . a good idea
- 7. A lake ... Ø water ... a sea ... a pond ... An ocean . . . a sea
- 8. the beach . . . the ocean
- 9. Ø Water . . . the water . . . The pollution
- 10. Ø fresh water . . . Ø seawater . . . Ø sait
- 11. the salt ... the pepper
- 12. Ø different countries . . . Ø different geography . . . a peninsula . . . an island nation
- 13. a taxi
- 14. Ø fresh fish
- 15. Ø Good food . . . Ø pleasure
- 16. The food . . . the fish . . . the service . . , the waitress . . . a good tip
- 17. the car . . . the kids . . . the car
- 18. Ø coins ... Ø shells ... Ø beads ... Ø salt ... Ø paper . . . Ø plastic cards
- 19. Ø Money . . . Ø trees
- 20. Ø sick people . . . A farmer . . . Ø crops . . . An architect . . . Ø buildings . . . An artist . . . Ø new ways . . . the world . . . Ø life
- 21. Ø Earthquakes are Ø rare events
- 22. an earthquake . . . the earthquake . . . The ground
- 23. a good program . . . a documentary . . . an old movie . . . the documentary
- 24. Ø Modern people . . . the universe . . . the moon . . . Ø life . . . a star . . . the universe . . . the sun

EXERCISE 25, p. 337.

- 3. Ø 7. the
- 4. the 8. the
- 5. the 9. 0
- 6. Ø 10. Ø

EXERCISE 26, p. 338.

- 3. Ø ...Ø
- 6. The ... Ø ... the
- 4. The
- 7. Ø
- 5. The . . . the
- 8. Ø ...Ø

EXERCISE 27, p. 340.

- Do you know Richard Smith? He is a professor at this university.
- I know that Professor Smith teaches at the University of Arizona.
- 4. The Nile River flows into the Mediterranean Sea.
- 5. John is a Catholic. Ali is a Moslem.
- Anna speaks French. She studied in France for two years.
- 7. (no change)
- I'm taking Modern European History 101 this semester.
- We went to Vancouver, British Columbia, for our vacation last summer.
- 10. Venezuela is a Spanish-speaking country.
- 11. Canada is in North America.
- 12. Canada is north of the United States.
- 13. (no change)
- 14. The Mississippi River flows south.
- 15. The Amazon is a river in South America.
- 16. We went to Brookfield Zoo in Chicago.
- The title of this book is Fundamentals of English Grammar.
- 18. I enjoy studying English grammar.
- On Valentine's Day (February 14), sweethearts give each other presents.
- I read a book entitled The Cat and the Mouse in My Aunt's House.

EXERCISE 28, p. 341.

- (1) Jane Goodall is . . . in Tanzania.
- (2) ... heart of London, England, as ... books were The Jungle Book, by Rudyard Kipling, and books about Tarzan, a fictional
- (3) ... go to Africa ... and English literature ... poets was T. S. Eliot ... passage to Africa.
- (4) ... the Red Sea and southward down the African coast to Mombasa in Kenya ... in Nairobi with a British company ... she met Louis Leakey, a famous ... shore of Lake Tanganyika.
- (5) Jane Goodall lived . . .
- (6) ... Jane couldn't afford ... a Ph.D. from Cambridge University and became a professor at Stanford University ... of them is My Friends, the Wild Chimpanzees.

EXERCISE 29, p. 342.

- 2. There is a lot of information in that book.
- 3. The Oil is a natural resource.
- 4. ... there was too much traffic.
- 5. I drank two glasses of water.
- 6. Our teacher gives us too much homework.
- 7. Nadia knows a lot of vocabulary.
- 8. I had an egg for breakfast.
- 9. There are many kinds of trees in the world.

- 10. I'm studying the English.
- 11. My cousin is living/lives in the United States.
- 12. Only twelve students were in class yesterday.
- 13. I need some advice.
- 14. We all have a few problems in the life.
- 15. There were no jobs, and . . . much money.
- 16. . . . animals except for chickens.
- 17. When I was a child, ... with the horses.
- I live with two friends. One is from the Chile . . . from the Saudi Arabia.
- 19. I think the English is a difficult language.
- When people use a lot of slang, I can't understand them.

Chapter 12: ADJECTIVE CLAUSES

EXERCISE 1, p. 344.

- The police officer who gave me directions was friendly.
- 4. The waiter who served us dinner was friendly.
- The people whom I met at the party last night were very nice.
- 6. The people who live next to me have three cars.
- 7. The man whom I met on the plane talked a lot.
- 8. The man who sat next to me talked a lot.
- Three women whom I didn't know walked into my office.
- 10. I talked to the women who walked into my office.

EXERCISE 2, p. 345.

S V

- 3. (whom we visited)
- 4. (who live on a boat)
- (who was sitting next to me)
- 6. (who were playing football at the park)
- 7. (whom I admire tremendously)
- 8. (whom they met in their English class)
- 9. (who listen to very loud music)
- (who had put a beefsteak . . . without paying)
- 11. (whom I invited to dinner at my home)

EXERCISE 3, p. 346.

- 2. I liked the people who sat
- 3. People who paint
- 4. . . . married couples who argue
- 5. . . . gentleman who started

EXERCISE 4, p. 346.

2. C 5. A 8. D 3. G 6. B 9. H 4. J 7. F 10. I

EXERCISE 5, p. 346.

Possible completions:

- 1. . . . makes bread, cakes, pies, etc.
- 2. ... fixes cars.
- 3. . . . serves drinks.
- 4. ... collects stamps.
- 5. . . . spends money unwisely.
- 6. ... studies outer space.
- 7. ... makes things from wood.
- 8. ... hoards his money.

EXERCISE 6, p. 347.

- 3. who(m)/that/Ø
- 7. who/that
- 4. who/that
- 8. who(m)/that/Ø
- 5. who/that
- 9. who(m)/that/Ø
- 6. who(m)/that/Ø
- 10. who/that

EXERCISE 7, p. 348.

- 2. The soup which/that/Ø I had for lunch was too salty.
- 3. I have a class which/that begins at 8:00 A.M.
- I know a man who/that doesn't have to work for a living.
- The information which/that/Ø I found on the Internet helped me a lot.
- The people whom/that/Ø we saw on the bridge waved at us.
- My daughter asked me a question which/that/Ø I couldn't answer.
- The woman who/that read my palm predicted my future.
- 9. Where can I catch the bus which/that goes
- All of the people who(m)/that/∅ I asked to my party can come.

EXERCISE 8, p. 349.

- 2. F that measures air pressure.
- 3. G that can be shaped
- 4. E who designs buildings.
- 5. H that is difficult to solve.
- 6. I who doesn't eat meat.
- 7. C that forms when water boils.
- 8. J that has a hard shell
- 9. A who leaves society
- 10. D that is square

EXERCISE 9, p. 350.

Possible completions:

- 1. ... that defines words.
- 2. . . . who takes care of sick people.
- 3. ... that can fly.
- 4. ... that we use to open locks.
- 5. ... who is in jail.
- 6. ... that has a very long neck.

- 7. ... who take pictures with cameras.
- 8. . . . (whom) many people admire.
- 9. ... that modifies a noun.
- 10. . . . (whom) we can trust.

EXERCISE 10, p. 350.

- 2. . . . you wore it to class yesterday.
- 3. ... you to meet -her.
- 4. ... to rent -it had two bedrooms.
- 5. . . . we bought it for ourselves last week.
- 6. ... you met her at
- 7. ... cat that it likes to catch birds.
- 8. ... cat catches them are very frightened.
- 9. ... had brought it into the house.

EXERCISE 11, p. 351.

- 1. which, that, Ø
- 4. which, that, ∅
- 2. who, that
- 5. who(m), that, Ø
- 3. which, that
- 6. which, that

EXERCISE 12, p. 351.

- 2. The food) we ate at the sidewalk cafe was delicious.
- 3. ... a (person) who owns or operates a store.
- 4. The bus I take to school every morning is
- 5. (Pizza) that is sold by the piece is
- 6. ... pirates) who sailed the South China Sea and the Gulf of Thailand.
- 7. ... (heat) the sun produces.
- 8. ... (fish) that can tear the flesh off an animal as large as a horse in a few minutes.
- 9. ... People who read gain A (person) who does not read is ... (person) who cannot read.
- 10. ... (birds) that live in most parts of North America
 ... a (bird) that is a little larger than a sparrow and
 has a band of yellow across the end of its tail, it

EXERCISE 13, p. 352.

- The student who raised her hand in class asked the teacher a question.
 - The student who sat quietly in his seat didn't.
- 4. The girl who won the foot race is happy.
 - The girl who lost the foot race isn't happy.
- The man who was listening to the radio heard the news bulletin
 - The man who was sleeping didn't hear it.
- The person who bought a (make of car) probably spent more money that the person who bought a (make of car).
- 7. The vegetables Tom picked from his grandfather's garden probably tasted fresher than the vegetables (OR: the ones) Amanda bought at a supermarket.
- 8. The young musician who practiced hours and hours every day showed a great deal of improvement . . .
 The one who had a regular job and practiced only in

- the evenings and on the weekends didn't show as much improvement.
- 9. The city that uses its rivers and streams as both a source of water and a sewer has a high death rate from infectious diseases such as typhoid and cholera. The city that provides clean water and a modern sewer system for its citizens doesn't.

EXERCISE 14, p. 354.

- 2. tools ... are
- 8. athletes . . . play
- 3. woman . . . lives
- 9. books . . . tell
- 4. people ... live
- 10. book . . . tells
- 5. cousin ... works
- 11. men ... were
- 6. miners . . . work
- 12. woman . . . was
- 7. athlete ... plays

EXERCISE 15, p. 355.

- 2. The man who(m)/that/Ø I told you about is over there.
 - The man about whom I told you is over there.
- 3. The woman who(m)/that/\@ I work for pays me a fair
 - The woman for whom I work pays me a fair salary.
- 4. . . . the family who(m)/that/\infty she is living with. ... the family with whom she is living.
- 5. The picture which/that/ Tom is looking at is beautiful.
 - The picture at which Tom is looking is beautiful.
- 6. . . . the music which/that/\infty we listened to after dinner.
 - ... the music to which we listened after dinner.

EXERCISE 16, p. 356.

- 2. to . . . (we went to)
- 3. in/at . . . (we stayed in/at)
- 4. to . . . (we listened to)
- 5. for . . . (Sally was waiting for)
- 6. to ... (to whom I talked)
- 7. (that I was looking for)
- 8. (I borrowed money from)
- 9. (we talked about in class)
- 10. (I've been interested in for a long time)
- 11. (I had graduated from)
- 12. (with whom he is living)
- 13. (I was staring at)
- 14. (that I'm not familiar with)
- 15. (with whom I almost always agree)
- 16. (to/with whom you speak at the airline counter)
- 17. (you introduced me to at the restaurant last night)
- 18. (I've always been able to depend on)
- 19. (you waved at)
- 20. (to whom you should complain)

EXERCISE 18, p. 357.

2. (Flowers) that bloom year after year are . . (Flowers) that bloom only one season are . . .

- 3. . . (birds) that have long legs and curved bills.
- 4. ... an (animal or plant) that lived in the past.
- 5. ... the (boy) who's wearing the striped shirt or the (boy) who has on the T-shirt?

... the (boy) who just waved at us ... the (kid) that has the red baseball cap?

- 6. . . . a (family) who lived near Quito, Ecuador . . . the (things) they did and said seemed . . . (people) who were like him in their customs and habits . . . the (way) of life that his host family followed . . . the (things) he did with his host family began . . . the (things) that were different between his host family and himself . . . (things) they had in common as human beings despite their differences in cultural background.
- 7. ... the (problems) that exist today have existed ... (people) who come from different geographical areas or cultural backgrounds . . . (people) who are different from themselves in language, customs, politics, religion, and/or appearance . . . the (violence) that has occurred throughout the history of the world.

EXERCISE 19, p. 359.

- 2. There is the woman whose cat died.
- 3. Over there is the man whose daughter is in my English class.
- 4. Over there is the woman whose husband you met vesterday.
- There is the professor whose course I'm taking.
- 6. That is the man whose daughter is an astronaut.
- 7. That is the girl whose camera I borrowed.
- 8. There is the boy whose mother is a famous musician.
- 9. They are the people whose house we visited last month.
- 10. That is the couple whose apartment was burglarized.

EXERCISE 21, p. 360.

(Usual usage is in boldface.)

- 3. who/that
- 12. which/that
- 4. whose
- 13. whose
- 5. which/that
- 6. who(m)/that/Ø
- 14. which/that/Ø
- 15. A: which/that/O ...
- 7. whom
- which/that/Ø
- 8. whose
- B: which/that

- 9. which/that/0
- B: which/that/@
- 10. who/that
- A: whose

11. whom

EXERCISE 24, p. 363.

- 2. whose son was in an accident
- 3. (that/which/Ø) I slept on in a hotel last night
- 4. (that/which) erupted in Indonesia recently
- 5. whose specialty [BrE: speciality] is heart surgery
- 6. (that/which) lived in the jungles of Southeast Asia
- 7. whose mouth was big enough to swallow a whole cow in one gulp
- 8. (that/which/Q) you drink . . . (that/which) have been used

EXERCISE 25, p. 364.

- (1) ... are (people) who provide love, care, and education for children. Parents . . . (people) who raise a child
- (2) ... one (adult) with whom they can form a loving, trusting relationship. A strong . . . (babies) who are not picked up frequently and held lovingly may . . . (Youngsters) who are raised in an institution without bonding with an older (person) who functions as a parent often
- (3) ... safety. (Children) who are denied such basics in their early lives may . . . One of the greatest (responsibilities) that parents have is
- (4) ... The (lessons) that parents teach their children are ... the (education) that young people need in order to become independent, productive members of society.

EXERCISE 28, p. 366.

- 2. The woman that/whom/Ø I met yesterday was nice.
- 3. The people who live next to me are friendly.
- 4. I met a woman whose her husband is a famous lawyer.
- 5. Do you know the people who live in that house?
- 6. The professor who teaches Chemistry 101 is
- 7. . . . the people who/whom/Ø I visited their house on Thanksgiving Day.

(OR: . . . the people whose their house I visited on Thanksgiving Day.)

- 8. The people who/Ø I met them at the party
- 9. ... that/Ø we listened to -it .
- 10. The man whose bicycle was stolen was very angry.
- 11. ... an instrument that measures time.
- 12. The apple tree that we planted it- last year is
- 13. . . . I didn't have . . . people whose their native tongue is English.
- 14. One of the things I need to get is a new alarm clock.
- 15. The people who were waiting in line for tickets to the game they were

Chapter 13: GERUNDS AND INFINITIVES

EXERCISE 1, p. 369.

Expected responses:

- 3. going to / driving to / flying to
- 4. washing / sweeping / vacuuming / mopping / cleaning
- 5. doing / finishing / studying
- 6. snowing
- 7. reading / buying
- 8. taking / signing up for / registering for
- 9. looking for / changing to
- 10. watching / playing / taking part in / reading about
- 11. visiting / moving to / moving out of / traveling to
- 12. talking

- 13. working / painting / playing
- 14. closing / shutting / opening
- 15. attending / going to

EXERCISE 2, p. 370.

- 2. buying a new car . . . getting a Toyota
- 3. reading a good book
- 4. smoking
- 5. trying
- 6. doing things . . . doing my homework
- 7. helping him
- 8. tapping your fingernails on the table
- 9. going to the zoo on Saturday
- 10. repeating that

EXERCISE 4, 372.

- 2. Nancy and Frank like to go fishing.
- 3. Adam went camping.
- 4. Tim likes to go shopping.
- 5. Laura goes jogging/running,
- 6. Fred and Jean like to go skiing.
- 7. Joe likes to go hiking.
- 8. Sara often goes bowling.
- 9. Liz and Greg probably go dancing a lot.
- 10. The Taylors are going to go (ice) skating.
- 11. Alex and Barbara like to go sailing/boating.
- 12. Tourists go sightseeing on buses.
- 13. Colette and Ben like to go skydiving.
- 14. Free response.

EXERCISE 5, p. 373.

- 2. to find / to rent
- 3. to be
- 4. to buy / to get
- 5. to visit / to go to / to see
- 6. to go to / to visit / to live in
- 7. to do / to finish
- 8. to get to / to arrive in
- 9. to watch
- 10. to be
- 11. to be
- 12. to be . . . to hear
- 13. to buy
- 14. to become / to be
- 15. to lend / to loan / to give
- 16. to eat
- 17. to go to ... to attend
- 18. to pass
- 19. to get to / to be in
- 20. to see / to be with
- 21. to hurt / to offend / to ignore / to interrupt / to embarrass
- 22. to swim / to read / to answer the phone / to tell time

EXERCISE 8, p. 375.

4.	to	get	

5. eating

6. to meet/meeting

7. to help

8. to watch/watching

9. cracking

10. to feed 11. to be

12. moving

13. to go/going

14. to lock

2. to relax

3. to stay . . . relax

5. getting

6. watching

... listening

10. to move ... find

15. living

16. to take

17. to give

18. to hire/hiring . . . coming

19. to say

20. to go shopping

21. to want to go sailing

22. sleeping

23. trying to grow

24. being

EXERCISE 10, p. 377.

4. to stay . . . relax . . . go

7. getting . . . watching

8. getting . . . watching

9. selling . . . buying

... start

11. painting

12. to go ... buy

13. going . . . having

14. to be/being

15. going

16. to stop making

17. quitting . . . going

18. to leave . . . return

19. washing

20. to unplug . . . turn off

...lock

17. finish studying

19. hope to go

21. quit trying

22. expect to stay

24. refuse to lend

25. agree to lend

studying

26. postpone going

28. continue to walk /

29. talk about going

order to eat)

18. would mind helping

23. stop eating (OR: stop in

27. begin to study / begin

continue walking

30. keep trying to improve

20. think about going

21. to understand

22. to stop driving

23. to reach . . . to keep trying

EXERCISE 11, p. 379.

1. plan to go

2. consider going

3. offer to lend

4. like to visit /

like visiting

5. enjoy reading

6. intend to get

7. decide to get

8. seem to be

9. put off writing

10. forget to go

11. can't afford to buy

12. try to learn

13. need to learn

14. would love to take

15. would like to go swimming

16. promise to come

EXERCISE 12, p. 379.

2. to drive

3. to compromise

4. to find

5. to go

6. going

7. fishing

8. taking

9. renting

10. going

11. sailing

12. staying

13. relaxing

14. doing 15. to visit/visiting

16. to do/doing

17. seeing 18. to visit 19. to go

20. camping 21. camping/to camp

22. to go

23. to spend/spending

24. to say

25. to like

26. thinking

27. thinking

28. to find

29. to go

30. to hear

31. to call

32. skiing

33. waterskiing 34. hiking

35. swimming

36. exploring

37. to climb

38. look

EXERCISE 13, p. 381.

2. for opening

3. about being

4. in going

5. for being

6. of flying

7. about taking

8. about going 9. on paying

11. like eating

12. for not calling

13. of living 14. in being

15. on meeting/to meet

16. for cleaning

17. from entering 18. at cutting

10. of/about being

EXERCISE 15, p. 382.

3. of drowning

4. about meeting 5. for helping

6. in going

7. about visiting 8. about pleasing

9. to taking 10. like telling

11. for lying

12. on paying

13. for causing

14. at remembering 15. about/of quitting

16. from doing

17. on eating

18. for spilling 19. of losing

EXERCISE 17, p. 385.

Possible answers:

2. by washing

3. by watching

4. by smiling

5. by eating

6. by drinking 7. by guessing

8. by waving 9. by wagging

10. by staying . . . taking

11. by cooking / by freezing 12. by frying . . . boiling . . . poaching

13. by reading a lot / speaking only English / etc.

14. by recycling glass (newspapers, aluminum, etc.) / by not wasting water (oil, electricity, etc.) / by turning off the electricity when we leave a room / etc.

15. by asking knowledgeable questions

16. by exercising

- 17. by reading aloud to them from a very young age
- 18. by conserving the earth's resources / by working for peace / etc.

EXERCISE 18, p. 386.

- 2. with a needle and thread 6. with a shovel
- 3. with a saw
- 7. with a hammer
- 4. with a thermometer
- 8. with a pair of scissors
- 5. with a spoon

EXERCISE 19, p. 386.

- 3. with 7. by 11. with 4. by 8. with 12. by 5. with 9. by
- 6. with
- 10. by
- 13. with 14. by

EXERCISE 20, p. 387.

- 2. Making friends isn't hard.
- 3. Cooking rice is easy.
- 4. Taking a long walk is relaxing.
- 5. Is learning a second language difficult?
- 6. Cheating during a test is wrong.
- 7. Is living in an apartment expensive?
- 8. Living in a foreign country isn't easy.
- 9. Making new friends takes time.

EXERCISE 21, p. 387.

- 2. It's fun to play tennis.
- 3. It's important to be polite to other people.
- 4. It's interesting to learn about other cultures.
- 5. It's dangerous to walk alone at night
- 6. Is it easy to ride a motorcycle?
- 7. It isn't much fun to have a cold.
- 8. It takes a long time to learn a second language.
- 9. It takes three minutes to cook

EXERCISE 23, p. 388.

- 2. for teachers to speak clearly
- 3. for us to hurry
- 4. for a fish to live out of water
- 5. for students to budget their time carefully
- 6. for a child to sit still for a long time
- 7. for my family to eat turkey on Thanksgiving Day
- 8. for people to take trips to the moon
- 9. for me to understand Mr. Alvarez
- 10. for guests to wait until the hostess begins to eat
- 11. for the bride to feed the groom the first piece of wedding cake
- 12. for me to understand our teacher

EXERCISE 28, p. 392.

- 3. ... hospital in order to visit
- 4. (no change)
- 5. . . . today in order to deposit

- 6. . . . drugstore in order to buy
- 7. ... dictionary in order to find
- 8. . . . cafeteria in order to eat
- 9. (no change)
- 10. ... TV in order to improve
- 11. (no change)
- 12. . . . university in order to ask
- 13. . . . shoulder in order to get
- 14. (no change)
- 15. . . . bookstore in order to buy

EXERCISE 29, p. 392.

- 2. C (in order) to listen
- (in order) to find 3. D
- 4. A (in order) to keep
- 5. I (in order) to see
- 6. B (in order) to reach
- 7. J (in order) to look
- 8. F (in order) to chase
- 9. H (in order) to get
- 10. G (in order) to help

EXERCISE 30, p. 393.

- 3. to 8. for 12. to 9. to 13. for 4. for
- 5. for 14. for 10. for
- 6. to 11. to 15. to
- 7. to

EXERCISE 32, p. 394.

PART I.

- 2. I was too sleepy to finish my homework last night.
- 3. This jacket is too small for me to wear.
- 4. Mike was too busy to go to his aunt's housewarming
- 5. I live too far from school to walk there.
- 6. Some movies are too violent for children to watch.

- 8. I'm not strong enough to lift a horse.
- 9. It's not warm enough today for us to go outside in shorts and sandals.
- 10. I wasn't sick enough to stay home and miss work, but I didn't feel good all day.

EXERCISE 33, p. 394.

- 3. too busy to answer
- 6. large enough to hold
- 4. early enough to get
- 7. too big to get
- 5. too full to hold
- 8. big enough to hold

EXERCISE 34, p. 395.

- 3. Ø ... enough 7. Ø ... enough
- 4. too ...Ø
- 8. Ø ... enough 9. too ... Ø
- 5. too ... Ø 6. too ... Ø

EXERCISE 36, p. 396.

- 3. (in order) to look
- 4. to go/going swimming
- 5. (in order) to invite
- 6. going
- 7. listening
- 8. drawing
- 9. to understand . . . to improve . . . to be . . . Lecturing
- 10. to feed
- 11. to feed . . . getting
- 12. feeding
- 13. (in order) to earn . . . to take
- 14. to take
- 15. to get . . . sleep
- 16. staring . . . thinking . . . to be
- 17. to work . . . going/to go . . . looking . . . doing
- 18. Asking . . . getting . . . to make . . . keep . . . to be
- 19. forgetting to call
- 20. to travel/traveling . . . to go/going
- 21. (in order) to make
- 22. taking
- 23. cracking . . . to be
- 24. to shake . . . looking (also possible: to look)
- 25. to stand/standing . . . to move/moving
- 26. Smiling

EXERCISE 37, p. 398.

- 2. I went to the store to get some toothpaste.
- 3. Did you go to shopping yesterday?
- 4. I usually go to the cafeteria for to get a cup of coffee in the morning.
 - (OR: . . . to the cafeteria for -to-get a cup of coffee)
- Bob needed to go downtown yesterday.
- 6. I cut the rope with a knife.
- 7. I thanked him for driving me to the airport.
- 8. It is difficult to learn a second language.
- 9. It is important to get an education.
- 10. Timmy isn't old enough to get married.
- 11. Do you want to go to swimming tomorrow?
- 12. I went to the bank to cash a check.
- 13. I was too sleepy to finish my homework last night.
- 14. It is easy to do this exercise. / This exercise is easy to do.
- 15. Last night I was too tired to do my homework.
- 16. I've never gone -to sailing, but I would like to.
- 17. Reading it is one of my hobbies.
- 18. The man began to build a wall around his garden.
- 19. ... you learn a lot about other countries and cultures.
- 20. Instead of settling down in one place
- 21. My grandmother likes to fish / likes -to- fishing / likes to go fishing.
- 22. Mary would like to have a big family.

EXERCISE 40, p. 400.

2.	went	50.	to get
3.	is	37.	started
4.	manufactures	38.	walking/to walk
5.	are made	39.	knocking
6.	has	40.	(in order) to ask

7. needs 41. to ask 8. to meet 42. reached 9. travels 43. pushed 44. waited 10. went 11. (in order) to meet 45. came 46. took 12. speaks

13. knows 47. got 14. doesn't know 48. were surprised

15. was staving 49. saw

16. had 50. was wrapped 17. was staying 51. thought 18. was getting 52. trying 19. heard 53. to explain 54. didn't know 20. walked 21. opened 55, nodded

22. found 56. didn't smile / wasn't

23. took smiling 24. looked 57. looked 25. saw 58. smiled 26. turned 59. reached 60. walked 27. to go 61. looked 28. was closed /

62. didn't have to had closed 29. was locked understand 30. didn't have 63. (in order) to figure

31. wasn't dressed 64. didn't have to say 32. was wearing 65. grabbed 66. took 33. am I going to do / will I do / 67. led

should I do / 68. is still embarrassed

can I do 69. laughs 34. standing 70. tells

35. decided

Chapter 14: NOUN CLAUSES

EXERCISE 1, p. 404.

- 3. I don't know . . . living. (noun clause)
- 4. Where is she living? (information question)
- 5. Where did Paul go? (information question)
- 6. I don't know . . . went. (noun clause)
- 7. I don't know . . . begins. (noun clause)
- 8. What time . . . begin? (information question)
- 9. How old is Kate? (information question)
- 10. I don't know . . . angry. (noun clause)
- 11. What happened? OR I don't know what happened. (both)

- 12. Who came ... party? OR I don't know ... party. (both)
- 13. Who(m) did . . . party? (information question)
- 14. What did Sue say? (information question)
- 15. I don't know . . . about. (noun clause)

EXERCISE 2, p. 405.

- 2. where Natasha went
- 3. why Maria is laughing
- 4. why fire is
- 5. how much a new Honda costs
- 6. why Mike is always
- 7. how long birds live
- 8. when the first wheel was invented
- 9. how many hours a light bulb burns
- 10. where Emily bought
- 11. who lives
- 12. who(m) Julie talked

EXERCISE 4, p. 406.

- 2. Jason works / is working . . . does he work / is he working
- 3. does that camera cost . . . this camera costs
- 4. can you run . . . I can run
- 5. did you see . . . I saw
- 6. did she get . . . she got
- 7. is it . . . it is
- 8. Who invented . . . who invented
- 9. are some people . . . some people are
- 10. will you spend / are you going to spend . . . you will spend / you are going to spend

EXERCISE 5, p. 408.

- 3. is (v) a crow (s), what a crow is
- 4. What (s) is (v), what is in that bag
- 5. cat (s) is (v), whose cat is in the driveway
- 6. that (s) is (v), whose car that is
- 7. is (v) violin (s), what a violin is
- 8. Who (s) is (v), who is in the doctor's office
- 9. this (s) is (v), whose hammer this is . . . whose hammer this is
- 10. is (v) doctor (s), who Bob's doctor is
- 11. What (s) is (v), what is at the end of a rainbow

EXERCISE 6, p. 409.

I don't know . . .

- 1. where (. . .) went yesterday.
- 2. how old (. . .) is.
- 3. where (...) eats lunch.
- 4. what (. . .)'s name is.
- 5. what time (. . .) usually gets up.
- 6. when (...) got home last night.
- 7. what time (...) went to bed last night.
- 8. who (. . .)'s best friend is.
- 9. who (...) called last night.

- 10. how long (. . .) has been living here.
- 11. who wrote (Tales of the South Pacific).
- 12. what happened in Alaska yesterday.
- 13. what (. . .) did yesterday.
- 14. who that girl is.
- 15. who those people are.
- 16. what kind of tree that is.
- 17. whose (backpack) that is.
- 18. whose (gloves) those are.

EXERCISE 8, p. 410.

- 2. if (whether) Mr. Pips will be at the meeting
- 3. if (whether) Paulo went to work yesterday
- 4. if (whether) Barcelona is a coastal town
- 5. if (whether) I still have Yung Soo's address

EXERCISE 9, p. 410.

- 2. if you are going to be
- 5. if he can babysit
- 3. if all birds have

4. if she took

6. if you have 7. if you should take

EXERCISE 10, p. 411.

- 2. what time it is.
- 3. what an amphibian is?
- 4. if a frog is an amphibian?
- 5. what's on TV tonight
- 6. what the speed of sound is?
- 7. if sound travels faster than light?
- 8. if dogs are colorblind?
- 9. why the sky is blue.
- 10. if insects have ears.
- 11. if beings from outer space have ever visited the earth.
- 12. how dolphins communicate with each other?
- 13. if people can communicate with dolphins.

EXERCISE 15, p. 414.

- 2. dreamed that I
- 3. believe that we
- 4. know that Matt . . . assume that he
- 5. notice that Ji Ming . . . hope that he's
- 6. believe that she
- 7. read that half
- 8. know that forty . . . believe that these immigrants
- 9. think that a monster . . . says that some investigators say that they can prove that the Loch Ness

EXERCISE 17, p. 416.

- 2. pleased that you
- 3. surprised that Ann . . . think that she
- 4. afraid that another . . . convinced that it
- 5. aware that you . . . certain that I'll
- 6. disappointed that my son . . , realize that young people . . . worried that my son's . . . forget that he's ... think that he'll

- 7. a fact that some
- 8. aware that dinosaurs . . . true that human beings
- 9. a fact that blue whales . . . believe that they

EXERCISE 21, p. 419.

- 2. I don't believe that we are going to have
- 3. I hope that Margo will be
- 4. I believe that cats can swim.
- 5. I don't think that gorillas have tails.
- 6. I suppose that Janet will be
- 7. I hope that my/our flight won't be canceled

EXERCISE 23, p. 420.

- 2. Ann asked, "Is your brother a student?"
- 3. Rita said, "We're hungry."
- 4. "We're hungry," Rita said. "Are you hungry too?"
- "We're hungry. Are you hungry too? Let's eat," Rita said.
- 6. John F. Kennedy said, "Ask not . . . do for you. Ask what . . . for your country."
- 7. The fox said, "I'm going to eat you." The rabbit said, "You have to catch me first!"

EXERCISE 24, p. 421.

"Both of your parents are deaf, aren't they?" I asked Roberto.

"Yes, they are," he replied.

"I'm looking for someone who knows sign language," I said. "Do you know sign language?" I asked.

He said, "Of course I do. I've been using . . . spoken language."

"A deaf student is going to visit . . . Could you interpret for her?" I asked.

"I'd be delighted to," he answered. "I'm looking forward... why she is coming?"

"She's interested in seeing . . . our English classes," I said.

EXERCISE 27, p. 423.

- 2. she . . . her
- 3. they ... their
- 4. he . . . me
- 5. he . . . me . . . my . . . he . . . his . . . his

EXERCISE 28, p. 424.

- 2. was meeting
- 5. was going to fly
- 3. had studied
- 6. would carry
- 4. had forgotten
- 7. could teach

EXERCISE 29, p. 424.

- 2. Sally said (that) she didn't like chocolate.
- 3. Mary said (that) she was planning . . . her family.
- 4. Tom said (that) he had already eaten lunch.

- 5. Kate said (that) she had called her doctor.
- 6. Mr. Rice said (that) he was going to go to Chicago.
- 7. Eric said (that) he would come to my house at ten.
- 8. Jane said (that) she couldn't afford to buy a new car.
- 9. Ann said (that) she can't afford to buy a new car.
- Ms. Topp said (that) she wanted to see me in her office after my meeting with my supervisor.

EXERCISE 30, p. 425.

- 4. said
- 5. told
- 6. asked
- 7. told . . . said . . . asked . . , told . . . said
- 8. said . . . asked . . . told . . . asked . . . said

EXERCISE 33, p. 427.

- In the middle of class yesterday, my friend tapped me on the shoulder. "What time is it?" she asked me. "Two-thirty," I answered.
- I met Mr. Redford at the reception for international students. "Where are you from?" he asked. "I'm from Argentina," I told him.
- 3. When I was putting on my hat and coat, Robert asked me, "Where are you going?"

"I have a date with Anna," I told him.

"What are you going to do?" he wanted to know. "We're going to a movie," I answered/replied.

EXERCISE 34, p. 427.

Conversation One: Susan asked me where Bill was. I told her (that) he was in the lunch room. She wanted to know when he would be back in his office. I said (that) he would be back around two.

Conversation Two: Mrs. Ball asked her husband if he could help her clean the hall closet. Mr. Ball told his wife (that) he was really busy. She wanted to know what he was doing. He replied (that) he was fixing the zipper on his winter jacket. Then she asked him if/whether he would have some time to help her after he fixed the zipper. He said (that) he couldn't because he had to watch a really important ball game on TV. With a note of exasperation in her voice, Mrs. Ball finally said (that) she would clean the closet herself.

EXERCISE 35, p. 428.

(that) he wasn't going to have ... wasn't hungry ... had (already) eaten ... he had come ... he needed to talk to her about a problem he was having at work.

EXERCISE 37, p. 429.

- 2. I don't know what is your e-mail address is.
- 3. I think so that Mr. Lee is out of town.
- 4. Can you tell me that where Victor
- 5. . . . what kind of movies -does he likes.

- 6. I think (no comma) that my English
- 7. It is true that people are
- 8. ... I didn't know who he was.
- 9. I want to know if Pedro has a laptop computer.
- 10. ... what do they say.
- 11. . . . He told me / said that he didn't like (also possible: doesn't like)
- 12. ... and asked me, "Where is your brother?"
- 13. . . . doctor said, "You will be fine. It's nothing serious."
- 14. ... what do I read ... what he is saying.
- 15. ... asked me that, "When will you be home?"

Appendix 1: PHRASAL VERBS

EXERCISE 1, p. 431.

- 6. on ... off 2, on 3. back (also possible: away) 7. back
- 4. off 5. up

EXERCISE 2, p. 432.

- 3. SEPARABLE 6. NONSEPARABLE
- 4. NONSEPARABLE 7. SEPARABLE
- 5. SEPARABLE
- 8. SEPARABLE

8. on . . . off

EXERCISE 3, p. 433.

- 9. up 3. up 6. up 4. over 7. up 10. up
- 5. in 8. on 11. down . . . off

EXERCISE 4, p. 433.

3. it off ... SEP 7. them off ... SEP 4. them down . . . SEP 8. over it ... NONSEP 5. into him ... NONSEP 9. them off ... SEP 6. it out ... SEP 10. it away ... SEP

EXERCISE 5, p. 434.

- 2. off 7. down 12. on 3. in 8. up 13. out 4. up 9. out 14. down 5. off 10. up 15. away/out
- 6. up 11. off

EXERCISE 6, p. 435.

- 12. it on ... it off 2. it up 7. them in 3. her up 8. it down 13. them out
- 4. them away/out 9. it out 14. it on
- 10. you down 5. it off
- 6. it up 11. it up

EXERCISE 7, p. 436.

- 2. into 5. in ... out of 8. from 3. over 6. on ... off
- 4. on ... off 7. into

EXERCISE 8, p. 436.

- 2. them off 6. into him
- 3. it up ... it down 7. it away/out ... on me ... it up
- 4. it out 8. into it
- 5, it on

EXERCISE 9, p. 437.

- 12. him/her up 1. it down 2. on me 13. it out
- 3. it down 14. it away/out 15. over it 4. it up
- 5. it off 16. it up
- 17. a bus, a train, a plane 6. them on
- 7. it off 18. a car, a taxi
- 8. it up 19. a bus, a train, a plane
- 9. into him/her 20. a car, a taxi
- 10. it off 21. a light, a radio, a computer 22. a light, a radio, a computer 11. it in

EXERCISE 10, p. 438.

- 2. it down 9. it out 3. it up 10. me out 4. him up 11. it back
- 5. you back 12. them away (also possible: back)
- 6. it up 13. it off 7. it off 14. it on 8. it back 15. it back

EXERCISE 11, p. 439.

- 11. it down (also possible: off) 1. it up
- 2. it up 12. them out 3. it out 13. it off 4. them on 14. it up 5. it in 15. it up 6. her out 16. it on 7. it off 17. him/her up
- 8. it up 18. them away (also possible: back)
- 9. it off 19. them away/out
- 10. it off 20. it on

EXERCISE 12, p. 440.

- 2. out 6. up 10. down 3. over . . . out 7. in 11. on 8. out 12. out 4. out
- 5. out ... out 9. up 13. around/back

EXERCISE 13, p. 441.

1. out	6. down	11.	out
2. over	7. up	12.	in
3. out	8. over	13.	on
4. out	9. around/back	14.	out

5. out 10. up

EXERCISE 14, p. 442.

2.	off	7.	out	12.	on
	out		up	13.	
4.	out	9.	up		over
5.	over	10.	back	15.	away
6.	on	11.	back	16.	out

EXERCISE 15, p. 443.

1.	back	7.	out	12.	out
2.	off	8.	back	13.	up
3.	out	9.	up	14.	up
4.	over	10.	on	15.	back
5.	on	11.	over	16.	out
6.	away				

EXERCISE 16, p. 444.

2. on	8. up	15. up
3. out	9. up	16. out , i
4. up	10. out	17. up
5. up	11. out	18. up
6. in in	12. down	19. over
down	13. up	20. off
7. down	14 un	

EXERCISE 17, p. 446.

1.	up	7.	down	13.	in
2.	out	8.	back	14.	out
3.	up	9.	up	15.	up
4.	up	10.	up	16.	up
5.	down	11.	on	17.	up
6.	down	12	out	18	off

EXERCISE 18, p. 447.

3. up	9. out for
4. up in	10. done with
5. out of	11. in on
6. around	12. along with
7. back from	13. up for up
8. out of	

EXERCISE 19, p. 448.

2. together	6. out	9. out
3. around/out with	7. away from	10. back to
4. over to	8. over	11. around
5. out about		

Appendix 2: PREPOSITION COMBINATIONS

EXERCISE 1, p. 453.

2.	with	7.	with	12.	for
3,	of	8.	to	13.	with
4.	about	9.	of	14.	from
5.	with	10.	of	15.	with
6.	about	11.	to		

EXERCISE 2. p. 454.

		201 100			
2.	from	7.	to	12.	for
3.	for	.8.	for	13.	about
4.	at/with	9.	to	14.	of
5.	of	10.	with		
6.	to	11.	about		

EXERCISE 4, p. 455.

1.	from	6.	at	10. for	
2.	with	7.	for	11. for	
3.	to	8.	with	12. at	
4.	at		about/over		
5	in	9	swith		

EXERCISE 5, p. 456.

1. to	7. to from
2. for	8. to
3. for	9. about in
4. of	10. of/about
5. for for	11. of
6 for	

EXERCISE 6, p. 457.

1. for	6. in	11. to about
2. from	7. at	12. with
3. for	8. to	13. to about
4. on	9. of	
5. with	10. to	

EXERCISE 7. p. 458.

XE	RCISE 7, p. 458.
1.	to
2.	A: from
	B: for
3.	A: to
	B: at
4.	to
5.	of
6.	from for
7.	A: in
	B: with
8.	A: for with
	B: to

EXERCISE 8, p. 458.

1.	about	10.	to
2.	from	11.	in
3.	of	12.	at

4. to ... with 13. for ... at

5. to 14. at

6. for 15. A: with . . . about/over

7. from

C: to A: to ... about ... with 8. with

9. with

EXERCISE 9, p. 460.

1. with	6. about/of	11. about
2. to	7. at	12. to
3. from	8. for	13. about
4. about	9. for	

EXERCISE 10, p. 461.

5. to 10. for

1. to for	6. for	11. of
2. for	7. on	12. to
3. of	8. to/with	13. from
4. for	9. from	14. of/from
5. on	10. on	

EXERCISE 11, p. 462.

1.	on	6.	from	11.	by
2.	from	7.	to about	12.	to
3.	about	8.	to	13.	about
4.	for	9.	into	14.	from
5.	about	10.	from		

EXERCISE 12, p. 462.

1.	on	.8.	to	15.	on
2.	about	9.	from	16.	of
3.	with	10.	to	17.	about
4.	from	11.	for	18.	for
5.	from	12.	of/from	19.	to
6.	to for	13.	from	20.	to
7.	of	14.	on		



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